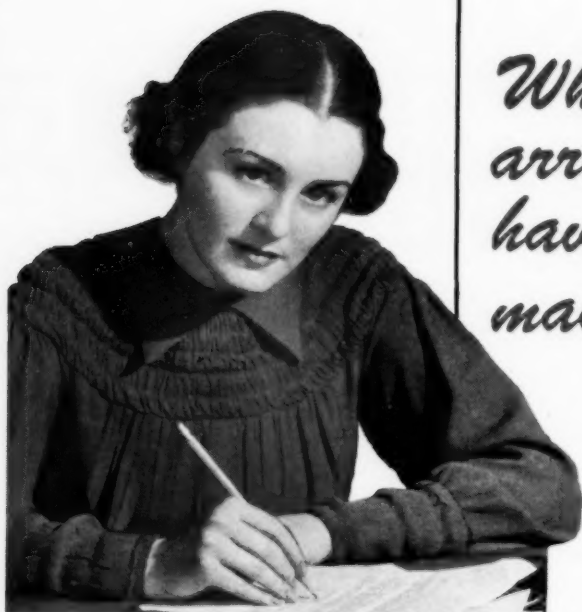


# School and Community



## *In this issue:*

School Funds Uncertain  
MSTA-NEA Conference for  
Community Teachers Associations



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arrangements  
have you  
made...*



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# School and Community

OFFICIAL PUBLICATION OF THE MISSOURI STATE TEACHERS ASSOCIATION

VOL. XXXVII

MAY, 1951

NO. 5

## CONTENTS

### FEATURES

MSTA-NEA Conference for Community Teachers Associations	Margaret Schowengerdt	215
Legislative Developments		217
North Kansas City Sponsors B-I-E Day		219
Progress Report Card	Clifford Laroge	220
Miss Pringle and the Guardian Angel	Marie L. Larkin	222
Guidance Services in High School	Dr. W. J. Karraker	224
County Superintendents Elected		225
Geography in Missouri High Schools	Mrs. H. H. London	226
Vacation at Bunker Hill		232
The Final Spring Bulletin	Dr. Adolph Unruh	234
Administrators' Workshop at M.U.		245

### DEPARTMENTS

Secretary's Page	229
Our Teacher Poets	230
Items of Interest	235
Recent Opinions by the Attorney General	247
Teaching Aids	248
Deaths	252
New Books	252
Important Events	254
YOURS . . . for the asking	254
News from Other States	255
Editorial—School Funds Uncertain	256

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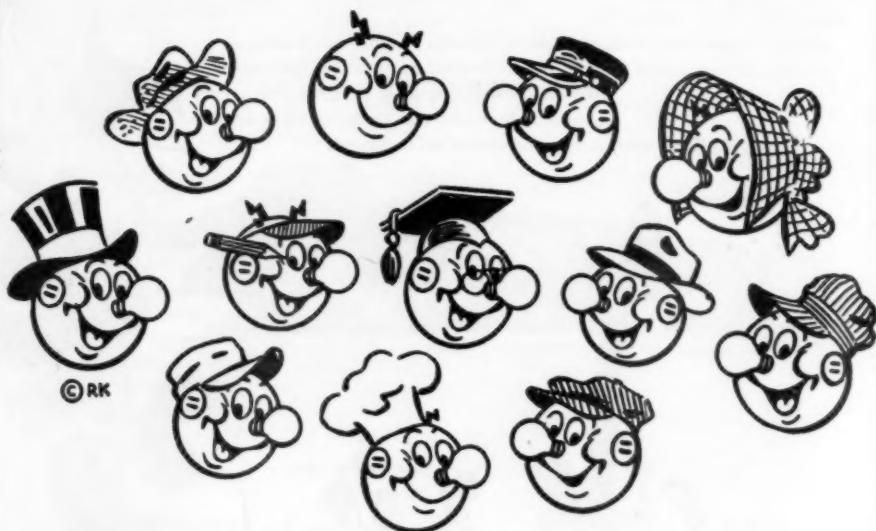
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MAY, 1951

211

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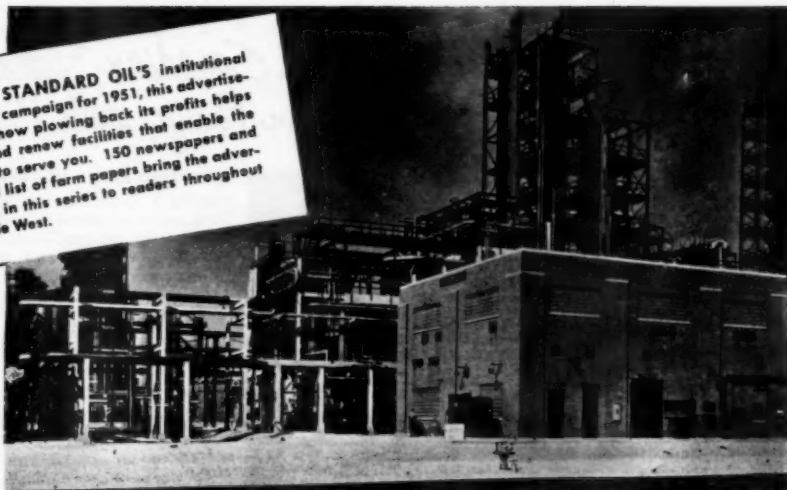
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GIANT REFINERY UNITS like these at our Whiting, Indiana refinery are among the tools of our trade which help Standard Oil employees to earn good wages and enjoy steady work. Our tools are made possible

by the investment of our 96,000 owners. Last year about two-thirds of our profits were retained in the business to help pay for new equipment which helped increase the book value of the owners' stock.

## **$\frac{2}{3}$ of our profits help pay for the new tools our employees use**

**THE BETTER** the tools a man has on his job, the more he can produce—and the more he can earn. Each employee of Standard Oil and its subsidiary companies is backed by an average investment of \$31,400 in tools and equipment.

There's an old question, "Which came first—the chicken or the egg?" In our case, modern tools and equipment help us make a profit, but we could not have them unless we made a profit. In recent years, about two-thirds of our profits—the money left after paying all expenses and taxes—have been plowed back into the company to help expand and renew the facilities that enable us to serve you.

The remaining one-third of the profits has gone in the form of dividend payments to the more than 96,000 owners of Standard Oil as a return on their investment. Last year's dividends had a value of \$3.14 per share of stock.

Because they are good workers and are provided with good tools, our employees earn good wages and have the security of steady work.

Profits benefit our customers, too. Because of profits, new equipment increases the supply of products and improves their quality. That's the customer's "dividend."

Yes, profits give investors a fair return on their investment. They give employees good earnings, and the security of steady work. And they give you a dependable supply of products at prices so economical that gasoline, for example—compared with most of the things you buy—is an outstanding bargain.

**STANDARD OIL COMPANY**



**HIGH PRODUCTION MEANS** good earnings for N. H. James of our Cooper, Wyoming refinery and for 46,700 other Standard Oil employees. At our refinery, one big reason for high production is our modern catalytic cracker, the largest of which can produce enough gasoline to keep 100,000 automobiles running.



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# MSTA-NEA Conference for Community Teachers Associations

MARGARET SCHOWENGERDT, President, MSTa, Webster Groves

To strengthen your professional association  
send a delegate to this meeting in Columbia,  
September 7-9

NOW is the time to register for Missouri's first state-wide conference in which we plan to bring together delegates from all of our 217 Community Associations. The conference will be held in Columbia, Missouri, September 7-9, 1951. It will open with a dinner meeting on Friday evening and will close with a general session Sunday morning. We are very fortunate in having secured the dormitories and other facilities of the University of Missouri for lodging and meals, as well as for meetings.

The purpose of this conference is to encourage broader participation in professional activities and to strengthen our professional organizations—especially the local associations. We hope to provide information and inspiration, fun and fellowship for all who attend. It is because the local associations are the foundation of our entire professional structure and because they offer the greatest opportunity for improving our services, standards, and welfare that we are undertaking this big project. There will be opportunity to exchange ideas about local association problems and other professional matters, to become better acquainted with our MSTa and our NEA, and to enjoy fellowship with teachers from all parts of the state. A national leader of our profession will address us and we will have the benefit of some national, state, and local leaders for our discussion groups.

The conference will be co-sponsored by our Missouri State Teachers Association and our National Education Association.

Any member of MSTa will be welcome so long as facilities are available. Representatives will be classed as *official* and *unofficial delegates*, the difference being as follows. The *official delegates* will be selected by the various Community Associa-

tions and will have their meals and lodging in Columbia provided by the MSTa and the NEA; their transportation costs must be defrayed by the delegates or their Community Associations. Others who wish to attend will be called *unofficial delegates*. We regret that none of their expenses can be paid but we hope that a number will attend at their own expense.

In establishing dates, we considered carefully: delegates, costs, housing, school responsibilities, etc. Though the time selected is at the beginning of the school year, we believe it is the most satisfactory time available.

On first thought this may seem early to be registering for a conference in September, but since the date falls before some schools open and at the beginning of the term for others, it is imperative that plans be made *now*. Making satisfactory arrangements for housing, meals, program planning, committee work, etc., makes this advanced registration essential. We expect to close registration by June 1, 1951. (See additional notes regarding registration at end of article.)

Our goal is to have every Community Association represented, and we hope that the total state group will include a good cross-section of the entire profession; such as, elementary and high school principals; kindergarten, elementary, high school, and college teachers; superintendents; supervisors; secretaries; county superintendents, etc.

Through this conference we hope to work toward a more effective *unified* profession—one in which our professional organizations will provide *opportunity* for universal participation and in which every individual member will assume his responsibility for participating and for helping to mold education policies and trends. Some



such meeting is now held annually in more than half of our states. Wherever it has been attempted, it seems to be a growing thing, and to our knowledge no state has abandoned the idea after trying it.

## TENTATIVE PROGRAM

### Friday

Luncheon and afternoon meeting for leaders.

Afternoon. Room assignments. Move in. 6:30 Dinner (informal) and opening general session. Recreation.

### Saturday

Morning }  
Early afternoon } Discussion groups.

Late afternoon. Open house, MSTA headquarters.

Evening. Dinner (informal) and general session. Entertainment. Recreation.

### Sunday

Morning worship and concluding session. Adjournment at 11:00 a.m.

## RESERVATION INFORMATION

Letter and bulletins regarding this conference were sent in early April to the president and to the secretary of every Community Association. If you have questions, write to the Missouri State Teachers Association, Columbia, Missouri.

The number of official delegates will be based on the membership of your local association in accordance with the following:

Less than 125 members—1 official delegate  
125 to 249 members—2 official delegates  
250 to 374 members—3 official delegates  
375 or more members—4 official delegates

The cost of meals and lodgings for unofficial delegates while in Columbia will be \$9.15 per person. Expenses for unofficial delegates must be paid by the individual. Check or money order confirming reservations should be sent to Missouri State Teachers Association, Columbia, Missouri. Reservations and fees will be accepted any time from now until quota is filled or until June 1, when we expect to close registration.

Reservations for unofficial delegates may be sent in by the Community Association president (or secretary) or by the delegates themselves.

For those unable to attend the entire Conference, arrangements may be made to adjust the items of expense accordingly.

Any person that will need to be away from his school on Friday should be sure to get clearance for this leave in order that arrangements may be made in time locally for his absence.

## Value of Amendment 1 Evident in Elections

The passage of Amendment No. 1 bore fruit as evidenced by the results of the tax levy elections held last April 3.

According to reports from 312 high-school districts voting on school levies at the election, levies carried in 96.8% of the cases reporting. This is in sharp contrast with levy elections in 1950, when 20% of the levies submitted in highschool districts were defeated. Under the provisions of Amendment 1, levies could be carried by a simple majority; whereas, last year it required a 2/3 majority for levy passage.

The passage of Amendment 1 last No-

vember and its implementation by this session of the General Assembly, brings to a climax a period of two and one-half years work by the Membership of the Missouri State Teachers Association and friends of the public schools to change the procedure for the voting of school levies in this state.

Of the 312 highschool districts reporting, levies were defeated in only ten districts, some of these only by a few votes. The results of this year's election indicate that the change brought about by the passage of Amendment 1 will prove to be very beneficial in making possible the local financial support of schools.



# Legislative Developments

The progress of proposals in the Missouri Legislature to April 12, that would affect education

## School Money

The Chairman of the House Appropriations Committee had not introduced the Omnibus Bill April 12. It is important that Representatives be informed as to the needs of the schools.

Few will say that the schools do not need the money. Some will say as in previous sessions that no money is available. When the session convened the Official Budget anticipated an unobligated balance in the General Revenue Fund of the State on June 30, 1951, of over 30 million dollars and an unobligated balance in the Postwar Reserve Fund in excess of 8 million dollars less any appropriations that might be made for the rest of this biennium.

A tabulation of the appropriations passed by the House against the General Revenue Fund and the Postwar Reserve fund indicates on the basis of anticipated revenue in the Official Budget that a balance in excess of \$21,700,000 would remain at the end of the 1951-53 biennium.

Appropriations passed by the House may be reduced by the Senate since it is often more conservative. Be that as it may, substantial increases have been given to other agencies of the government and a sizable balance remains.

## Retirement

*Senate Committee Substitute for Senate Bill No. 3*, making possible the inclusion in Federal Social Security of non-certificated school employees, as well as other state and political subdivision employees, is on the Senate Calendar for final passage. *House Bill No. 216*, pertaining to the same is on the House Calendar for final passage.

*House Bill No. 77*, providing actuarial optional benefits under the Public School Retirement System of Missouri, has been heard by the Senate Judiciary Committee.

*House Bill No. 78*, providing for a change in the investment of funds of the Public School Retirement System of Mis-

souri, has been heard by the Senate Judiciary Committee.

*House Bill No. 91*, providing for the inclusion in the Public School Retirement System of Missouri of certificated teachers employed on a full-time basis as teachers in the division of penal institutions or by a division of the state department of public health and welfare and granting credit for prior service, is in the Senate Education Committee.

*House Bill No. 140*, relating to the public school retirement system of St. Louis is on the House Calendar for final passage.

*House Bill No. 153*, providing for the inclusion of certificated school employees in St. Joseph in the State Retirement System under a plan mutually agreed to by the Board of Trustees of the State System and the St. Joseph School Board, is in the Senate Education Committee.

*Senate Bill No. 62*, relating to the public school retirement system in Kansas City, is on the Senate Calendar for perfection.

## Status of Bills

*House Bill No. 27*, providing for the inclusion of maintenance and replacements in determining per pupil costs, is in the Senate Education Committee.

*House Bill No. 58*, prescribing the procedure for changing the name of any town or city school district, is in the Senate Education Committee.

*House Bill No. 67*, making possible the employment of city school superintendents for a term not in excess of three years, is in the Senate Education Committee.

*House Bill No. 80*, providing that a life teaching certificate shall be awarded graduates of state institutions of higher learning upon receiving a graduate degree in Education, is in the Senate Education Committee.

*House Bill No. 87*, changing the population bracket to enable school districts in St. Louis County to continue to hold school elections separate from municipal elec-

tions, is in the Senate Education Committee.

*House Bill No. 119*, providing for a use tax upon tangible property purchased outside the state, that would have been subject to Missouri's sales tax, if purchased within the state, is in the Senate Committee on Ways and Means.

*House Bill No. 134*, providing for non-segregation in the public schools, with an amendment providing for county option, is on the House Informal Calendar for perfection.

*House Bill No. 147*, relating to the nomination of school directors in school districts of more than seventy-five thousand and less than five hundred thousand inhabitants, is in the Senate Education Committee.

*House Bill No. 167*, lowering the minimum age for school directors from thirty years to twenty-five years, is in the Senate Education Committee.

*House Committee Substitute for House Bill No. 187*, discontinuing the issuance of county certificates and eliminating the requirement that teachers' examinations be given at stated periods, is on the House Calendar for perfection.

*House Bill No. 211*, providing that no state motor vehicle license shall be issued unless personal property taxes have been paid, is on the House Calendar for Perfection.

*House Bill No. 293*, providing that the attendance of non-resident high school pupils may be counted in determining the teaching units of the school attended, is in the House Education Committee.

*House Bill No. 314*, relating to the qualifications, powers and duties of the county superintendent of schools in counties of class one, is in the House Committee on Governmental Organization and Related Matters.

*House Bill No. 321*, relating to the extension of the boundaries of a school district of more than 75,000 and less than 500,000 inhabitants, is in the Public Schools Committee of the House.

*Senate Bill No. 43*, authorizing school districts and other political subdivisions to establish, operate and maintain systems of public recreation, is on the Senate Informal Calendar for perfection.

*Senate Bill No. 91*, authorizing boards of

education to provide adult education courses and establishing procedures for reimbursement, is in the Senate Education Committee.

*Senate Bill No. 92*, providing that school boards in cities and towns having a population exceeding two thousand and not exceeding seventy-five thousand inhabitants may hold school elections separate from municipal elections and providing that the polls shall be open from 6 a.m. to 7 p.m., is in the Senate Committee on Elections, Military and Naval Affairs.

*Senate Bill No. 103*, providing for the administrative reorganization of the St. Louis school district, is in the Senate Education Committee.

*Senate Bill No. 121*, abolishing the office of county superintendent of schools in counties completely reorganized, is in the Senate Education Committee.

*Senate Bill No. 122*, providing tenure for teachers in Kansas City, is in the Senate Education Committee.

*Senate Bill No. 143*, increasing building aid for reorganized school districts from \$25,000 to \$50,000 and providing that for three years the district may be granted not fewer than the number of elementary teaching units in the operating schools in the component districts, is in the Senate Education Committee.

### New Bills

*Senate Bill No. 168*, introduced by Senators Gibson, Winans, Madison and Keating, authorizing school districts in cities of one hundred thousand to six hundred thousand inhabitants to issue revenue to construct or acquire stadiums, is in the Senate Education Committee.

*Senate Bill No. 191*, introduced by Senator Noble, provides that in school districts in cities and towns having population exceeding two thousand and not exceeding one hundred thousand inhabitants the board may provide two judges and two clerks for each voting place in the municipal election who shall have exclusive charge and control of the school propositions voted upon.

*House Bill No. 341*, introduced by Representative Hopfinger, providing that county teachers associations may be held between September 1 and May 31 is in the House Education Committee. The present

law provides for their being held in September, October, November or December.

*House Bill No. 353*, introduced by Representatives Hearnese, Brady, Simcoe and Meyer, provides for an increase of one thousand dollars in the annual salary of the county superintendent of schools, with state aid out of the General Revenue Fund to the amount of \$1,000 for each county. At the present time, state aid out of the general revenue is \$400 in all counties excepting the first class.

This bill has been approved by the Legislative Committee in accordance with the action of the joint meeting of representatives of the City Superintendents' and County Superintendent's Associations to support a salary proposal having Legislative Committee approval.

*House Bill No. 358*, introduced by Representatives Bruffett, Husted and Deckard, increases the state transportation aid from three to five dollars per month and eliminates the provision of transportation aid for students attending private schools.

## North Kansas City Sponsors B-I-E Day

THE teachers of North Kansas City recently participated in a Business-Industry-Education Day sponsored by the local Chamber of Commerce Education Committee.

Schools were dismissed at noon for teachers to meet and be luncheon guests of eleven participating industries. Teachers were given a chance to choose the industry they desired to visit in the afternoon.

After the visit to the plants, industrialists and teachers met for dinner as guests of the firms.

Comments from teachers indicated this venture was very much worthwhile. It helped to give a keener appreciation of the schools work as well as a better understanding of industrial problems.

On the day following the plant visitation six teachers were selected to present their reaction to the previous day's experience at the regular meeting of the Chamber of Commerce. Superintendent H. W. Schooling served as Chairman for this occasion.

The teachers participating in this program, and the main question they answered follows:

As a member of our guidance staff and the person in charge of the secretarial training program in the highschool, what values did you derive from yesterday's experience? Gladys Williams, commercial teacher, highschool.

Do you feel that the opportunity afforded teachers yesterday to learn first hand

something about some of the industries in North Kansas City will be helpful to elementary teachers in curricular planning and development? Fern Ellenberger, fifth grade teacher, Dagg school.

What personal qualities in employees that seemed to be important to employers in industry might be a proper responsibility of the school . . . and of interest to you as a school administrator? Harold Anderson, elementary principal, Cooley & Big Shoal schools.

What did you gain from observing working conditions and physical facilities that you feel might be helpful to you as a teacher? Mabel Council, third grade teacher, Munger.

How did you think knowledge about the industries in our community and employment opportunities and responsibilities will be helpful to you as a teacher? Harold Wood, eighth grade teacher, Eastwood.

As a social science teacher of what value has B. I. E. Day been to you in teaching highschool students an appreciation of our economic system and the opportunities the free enterprise system affords? Hilda McConnell, social science, highschool.

It is planned to have an Education Day next fall when representatives of business and industry will be invited to spend a half day in the schools. An attempt will be made to give the visitors a picture of both desirable and undesirable situations and conditions.

# Progress Report Card

CLIFFORD LAROGÉ, Normandy Senior High School

This report card is used for student self-analysis and is intended to evaluate traits rather than knowledge

A GREAT deal is being said about the "new " Life Adjustment program, which is to fit all American Youth to schools and life. During the past two years, we have been developing at Normandy High School a new type report card which should be of practical value in fitting our students to life in the school and elsewhere.

This progress report card is intended to evaluate traits of the student rather than knowledge. This evaluation attempts to explain the work of the student. It also should tend to improve the work of the student through cooperative effort of student, teacher, and parent. The report is used for student self-analysis early in the school year and for guidance at home, at school, and for classroom motivation. After it is filed away among the records of the guidance department of the school, along with other progress reports, it later is useful reference for information to future employers. Over a space of three years, the accumulated records should prove of real value to the guidance counselors.

Early in the school year the student is asked to evaluate himself on the ten items qualified for him. The use of the progress report is explained by the individual teachers at that time. Each major teacher makes out one of these progress reports for each student. It is used on the eighth Wednesday and again on the twenty-eighth Wednesday. At these times the parents and student should study over the report at home. Thus, progress, or the lack of it, can be shown.

While this progress report is not being used, it is on file in the Guidance Department office for use of the counselors. At the end of the year it becomes part of the permanent record of the student. Each major teacher keeps a duplicate copy of this evaluation for reference during conferences between teacher and student.

The special information which is given out to the teachers, parents, and students

regarding the progress report and printed on the back of the report follows:

This report is intended to describe the growth and development of the student and to guide his parents and teachers in helping him make as rapid progress as is consistent with his own abilities.

It does not necessarily indicate subject matter achievement, but does indicate personal and work habit characteristics where mental ability is a secondary factor.

The mutual cooperation of parents, teachers, and student is necessary for maximum success.

The attitudes and skills evaluated are considered to be helpful in life and in school situations.

There are several possible reasons why a student may not be showing satisfactory progress. These may include:

1. Poor attendance.
2. Poor mental or physical health.
3. Insufficient effort.
4. Lack of interest.
5. Too many other interests.

Below is an explanation for the teacher of the meaning of the items to be evaluated:

1. Initiative:  
Consider capacity for doing things with self-reliant enterprise without being told every detail; ability to think and to work along original lines.
2. Promptness:  
Consider punctuality in fulfilling requirements.
3. Courtesy:  
Consider relationship to companions and supervisors and helpfulness to others; ability to say and do the nicest things in the nicest ways.
4. Participation in Class Activities:  
Consider active participation in various class activities.
5. Social Attitude:  
Consider ease of making adjustments to classmates and teachers and working effectively with others.

6. Work Habits:

Consider application to the job at hand and the amount of supervision required.

7. Quality of Work:

Ability to get results that can be relied upon for accuracy, thoroughness, orderliness, and neatness regardless of the amount.

8. Quantity of Work:

Consider ability to maintain amount of work up to schedule.

9. Expresses Ideas:

Consider written and oral expression of ideas.

10. Reads for meaning:

Consider ability to secure meaning from what is read.

# NORMANDY HIGH SCHOOL PROGRESS REPORT

Name: \_\_\_\_\_ Date \_\_\_\_\_ 1st Sem. \_\_\_\_\_  
 (Circle in red)  
 Subject \_\_\_\_\_ Grade \_\_\_\_\_ 2nd Sem. \_\_\_\_\_  
 (X in blue)  
 Address: \_\_\_\_\_ Zone (\_\_\_\_\_) Phone Number \_\_\_\_\_

The teacher will evaluate most of the following items:

	Low	1	2	3	4	5	High
Initiative		needs urging		follows instructions		is resourceful	
Promptness		is usually late with work		is usually on time with work		is always on time with work	
Courtesy		is often inconsiderate		is usually thoughtful of others		is friendly and helpful to others	
Participation in class activities		does not respond		responds when urged		responds voluntarily	
Social Attitude		follows poor leadership		follows good leadership		is able to direct others	
Work Habits		requires constant supervision		usually works steadily		uses study time well	
Quality of Work		is of poor quality		is acceptable		is above average	
Quantity of Work		fails to do required work		fulfills minimum requirements		does more than is required	
Expresses Ideas		poorly		fairly well		very well	
Reads for Meaning		poorly		fairly well		very well	

To be returned to Teacher (within) 3 days)

Signature indicates careful examination and not necessarily approval.

Parent's signature { 1st Semester \_\_\_\_\_  
 2nd Semester \_\_\_\_\_

MAY, 1951



# Miss Pringle and the Guardian Angel

MARIE L. LARKIN, Associate Professor, Harris Teachers College, St. Louis

Miss Pringle gets leads direct from the angel that give her a new start on teaching and life itself

"What do you think you're doing?" said the window sill. "Tsk, tsk . . . and at school so late after everyone else has gone."

"Oh go away," said Miss Pringle in an irritated voice she didn't even recognize as her own. She added the column of figures and unsure of her accuracy, totaled them again. "Twenty and eighteen, thirty eight. There . . . thirty-eight more years of this and I can retire, if, in the meantime, I don't die from sheer exhaustion or boredom."

"Come now," said the voice. "It can't be as bad as you make it sound. Just what is this all about?"

Miss Pringle was not the type to be startled. Even the appearance of a chubby, scantily clad angel seated nonchalantly in the open window near her desk aroused no unusual concern. A less stable soul may have greeted the winged apparition with a scream and a dash for the nearest psychiatrist, but not Miss Pringle. Not after ten years of the fifth grade at Whit-

"Do you mind if I call you Constance?" said the angel. "And since I'm going to be around awhile, suppose you just call me Ralph."

"Have a chair," said Miss Pringle. Her classroom manner was returning. "After all, it's a bit drafty in a window, even in late spring. Now if you think you are here to help me, just what do you think you can do?"

"That's what worries me. I can't help you," said Ralph as he draped himself around the chair reserved for visiting mothers. "I can't do any good at all until you are ready to help yourself. Seriously, Constance, you're in a bad way . . . but it isn't too late."

"Continue," said Miss Pringle. She was patting her foot, but something in the angel's voice held her interest.

"Well," said the angel, "you and some of the thousands of others in your profes-

sion, and note, I said profession, are spoiling the act just when you get the spotlight. Do you get what I mean?"

"Not exactly," said Miss Pringle, "unless you mean I'm not doing my job . . . that's not true. I follow the course of study; I have good discipline; I believe I'm considered a good teacher; I . . ."

"Hold it! Hold it! . . . there you go on the defensive just as I thought." It was the angel's turn to be irritated. "I didn't say you weren't a good teacher . . . of course you are; but what are you doing for you?"

"For me?" Miss Pringle was plainly puzzled.

"Yes, for you," continued the angel. "What are you doing to be a more effective person? How are you stacked up to meet the challenges that a very near tomorrow is bringing to your doorstep? Am I going too fast, Constance? You don't seem to be listening."

"I'm tired," snapped Miss Pringle. "I've listened to forty-two fifth graders all day long, and I certainly don't have the time or energy to listen to you. Come back in thirty-eight more years; I'll have more time then."

"But the time is now," said the angel. He couldn't give up quite yet. "Just think, Constance; better salaries; more aid, . . . by the way, when did you last write to thank your legislator?"

"I haven't had time," said Miss Pringle. "There is a nice fleecy cloud going right by the window you came in. Why don't you just hop on and go back where you came from?"

"Uh-huh," said the angel. "Trying to ignore the issue. Come now, Constance, get that 'just a teacher' look off your face for a moment and let me speak my piece. It's this way. You teachers are doing a mighty important job now, a mighty important job. You're setting your own standards and let's make the most of the



situation. The public is looking your way and it's up to you to give them the best."

"Do you mean I'm going to have to go to school all over again just because I'm coming into public consciousness?" said Miss Pringle.

"Not necessarily school again," said the angel, "though a refresher course helps now and then. But more than ever before, you need some new viewpoints. You owe it to your students, to your profession and above all to yourself to make the most of you. Purely off the record, Constance, and you needn't answer . . . let's see how you rate on this little personality quiz?"

1. How many books on current affairs, novels, verse, subjects not all in your field, have you read in the last year?

2. What new friends have you made lately? Particularly friends not in your profession.

3. Since you are one of the feminine members of the profession, when did you last change your "hair-do"?

4. Are you letting your appearance get

"down at the heels," just because you feel a little more secure?

5. How much time do you spend yakety-yakking "school" at lunch time and after the door closes at four?

6. Are you taking some advantage of what your community offers in church life, art galleries, hobby and study groups?

"Miss Pringle, Miss Pringle." The small voice was becoming louder and more urgent. "Miss Pringle, I've finished my make-up work in fifteen minutes. May I go home now? I've got to catch a bus to town."

"Ralph, Ralph . . . wait a minute." The figure before Miss Pringle was small and angelic . . . but he had no wings.

"I'm not Ralph, I'm John. I think you must have fallen asleep, Miss Pringle," continued the small voice.

"Of course you may go now, John," said Miss Pringle. "Wait, I'll go to town with you. There is so much I have to do . . . so much to catch up with—and you know, John, 38 more years and I'll have to retire. We must hurry."

## Moral and Spiritual Values in School

Educators have issued a call to schools to assist with the great task of moral reconstruction, which stems from conditions that have developed in the United States since the second world war.

To aid in this drive, the 100 page statement on "Moral and Spiritual Values in the Public Schools" has been published by the Educational Policies Commission of the National Education Association and American Association of School Administrators.

General Dwight D. Eisenhower, declared: "I have followed the development of our Commission report on 'Moral and Spiritual Values' with special interest because the development of integrity and civic responsibility in all American youth is an essential element in the defense of the American system of government and of democratic community life. American leadership for peace and freedom in the world can be no stronger than the moral principles which guide and direct the conduct of our people. Loyalty to the moral and spiritual values which have made America great is a top priority for our public schools."

The kind of education needed in the schools of the United States today for moral and spiritual values, the Commission states, "depends to a large extent on person-to-person relationships. A relationship between the stu-

dent and the teacher, which avoids excessive sentimentality at one extreme and cold unconcern on the other, is in itself a fruitful source of moral and spiritual values. In such a situation, the teacher embodies the lesson that is taught."

The commission believes that the attitude of the public schools toward the various religious beliefs of the children in their care "should be one of friendly and sympathetic understanding. This attitude can be revealed without in any way compromising the personal religious convictions of the teachers and without giving the endorsement of the public schools to any religious faith."

In concluding its statement, the Commission warns that powerful influences work against the success of the schools. "When powerful educative forces outside school undermine the moral and spiritual values which the schools are endeavoring to teach," the Commission declares, "the efforts of the schools are likely to be defeated. The personnel of the public schools may become more than a little weary of being expected to carry practically the whole load of education in moral and spiritual areas, whilst they are taunted as 'Godless' and ineffective if they do not succeed in overcoming the powerful mal-educative forces which are permitted to flourish in almost every community."

For a copy of this new publication, address Educational Policies Commission, 1201 Sixteenth Street, N.W., Washington 6, D. C. Price, \$1.

# Guidance Services in High School

DR. W. J. KARRAKER, Counselor Trainer, CMSC, Warrensburg

## Factors that make guidance services click, and a review of present practices in central Missouri high schools

**G**UIDANCE services, depending upon the person talking, are a necessity, required for classification, or a fad in our high schools. During the present school year, 1950-51, it was my privilege to visit fifty-two of the seventy high schools in Central Missouri enrolling more than one hundred students. When visiting the high schools it was possible to talk to the superintendent, the principal, the counselor, the teachers, and observe the students. As a result of these talks and observations it is possible to make a summarization of the guidance programs in Central Missouri under three headings: first, present extent of guidance services; second, guidance services planned for the coming school year, 1951-52; and third, factors that appear to determine the success of the guidance services.

The fact that fifty-two of the seventy high schools, (75%) were interested in developing and improving their guidance services is encouraging. At least 75% of the high schools would install a full program of guidance services immediately, if finances and trained counselors were available.

### Present Status

Guidance services in the high schools this year are approximately as follows: 12% have planned, functioning guidance services available to all students under the direction of a certificated counselor, professional; 10% have planned, functioning guidance services for all students under the direction of a certificated counselor, temporarily; 40% are developing guidance services for most students under the direction of the superintendent, principal or teachers; and 38% have incidental guidance services available to a few students.

### For the Future

Guidance services planned for the high schools for the coming year, 1951-52, are as follows: 20% hope to have planned,

functioning guidance services available for all students under the direction of a certificated counselor, professional; 15% hope to have planned, functioning guidance services available for all students under the direction of a certificated counselor, temporarily; 35% hope to continue to develop guidance services under the direction of the superintendent, principal, or teachers; and 30% are planning to continue an incidental program of guidance services for a few students.

### Good Characteristics

Certain common factors seemed to characterize the high schools that had a well-planned, functioning guidance program. First, the school had democratic leadership in that the school administrators, teachers, pupils and parents shared in their educational planning. Second, the guidance program was directed by an emotionally mature and adequately trained person. Third, there were regularly scheduled faculty meetings for in-service training. The in-service training served to provide a better understanding of the problems of students, and served to unify the school staff. Fourth, the guidance program was developed by the school to meet the particular needs of the school. In most high schools, the four factors mentioned above were given careful consideration.

Perhaps, a few high schools are buying a guidance program because guidance services are being introduced in other schools. Some high schools are introducing guidance services to meet classification requirements. However, most high schools are developing guidance services to better meet the needs of their students; most programs of guidance services are well-planned. The growth of guidance services in the high schools of Central Missouri are showing, and should continue to show an increase in number and in efficiency.

# County Superintendents Elected

An unofficial list of the names of county superintendents elected for four-year terms at the April 3 school election is printed below. New superintendents will begin their term of office on July 1.

County	Superintendent
Adair	Mrs. Stella Hills
Andrew	Daisy Robins
Atchison	S. W. Skelton
Audrain	Howard Maxwell
Barry	M. M. Hess
Barton	Donald Lee
Bates	Mrs. Don Eubank
Benton	John Owen
Bollinger	Glenn A. Seabaugh
Boone	C. D. Thorp
Buchanan	Leonard Jones
Butler	Fred W. Morrow
Caldwell	Chester A. Lemery
Callaway	Ben Freiberger
Camden	W. R. Henry
Cape Girardeau	Edwin W. Sander
Carroll	J. A. Burnside
Carter	J. S. Allen
Cass	W. Donald Stewart
Cedar	Woodford C. Wilson
Chariton	Mrs. Zoe A. Wiley
Christian	Adrian Gott
Clark	Arthur W. Brightwell
Clay	Ralph W. Ballew
Clinton	Mrs. W. Leslie Myers
Cole	J. M. Wilson
Cooper	Charles A. Repp
Crawford	J. H. Brand
Dade	Albert Godfrey
Dallas	Byron Rea
Daviess	Ernest C. McNitt
DeKalb	H. C. Holt
Dent	Walter M. Jenkins
Douglas	Emmett R. Norman
Dunklin	G. H. Ridings
Franklin	O. E. Burke
Gasconade	L. A. Krueger
Gentry	Leroy H. Elam
Greene	Paul Alan Hale
Grundy	Walter Liebhart
Harrison	Ruth B. Milligan
Henry	O. M. Kimbrough
Hickory	Mrs. Nannie Jinkens
Holt	Mrs. Maud K. Young
Howard	Mrs. W. Pearson McKee
Howell	G. Bernard Smith
Iron	Earl Trask
Jackson	Homer M. Clements
Jasper	John F. Wilson
Jefferson	Clyde S. Hamrick
Johnson	Nellie F. Wells
Knox	Bessie L. Hudson
Laclede	Wilbur C. Elmore
Lafayette	H. H. Schaeperkoetter

Lawrence	Hugh R. Hembree
Lewis	Mrs. Merle T. Bradshaw
Lincoln	Mrs. Cleo Scheer
Linn	Mrs. Vera P. Rinehart
Livingston	Howard Leech
McDonald	Alton Carnell
Macon	Mary F. Graves
Madison	Roscoe Stephens
Maries	Frank L. Hodge
Marion	Mrs. Mary Neher
Mercer	Gertrude Young
Miller	Carrol J. McCubbin
Mississippi	J. Abner Beck
Moniteau	Alfred Lloyd
Monroe	Mrs. Mary H. Acuff
Montgomery	Mrs. Ruth Snarr
Morgan	Moss McDonald
New Madrid	Floyd W. Liley
Newton	C. M. Robinson
Nodaway	Claude F. Pierpoint
Oregon	Mrs. Klyde Vaughn
Osage	Mrs. Emil Bish
Ozark	Everett Herd
Pemiscot	Floyd E. Hamlett
Perry	Mrs. Ora N. Guth
Pettis	Dr. C. F. Scotten
Phelps	Ralph Marcellus
Pike	Stephen Cornish
Platte	Mrs. Marjorie Aikmus
Polk	Mose Voris
Pulaski	Norman Humphrey
Putnam	A. B. Shelton
Ralls	W. T. Crawford
Randolph	William Ornburn
Ray	Otis L. Chandler
Reynolds	W. A. Williams
Ripley	Mrs. Dacy E. Hawthorne
St. Charles	B. H. Jolly
St. Clair	Edgar A. Hinote
St. Francois	R. E. Wood
St. Genevieve	Hillary J. Carron
St. Louis	George W. Vossbrink
Saline	Frank W. McGraw
Schuyler	Mary Yates
Scotland	Mrs. Callie C. Smith
Scott	O. F. Anderson
Shannon	Floyd J. Smith
Shelby	G. H. Jordan
Stoddard	John A. Wright
Stone	J. M. Hall
Sullivan	Basil D. Murphy
Taney	Elmo Ingenthron
Texas	Leland C. Smith
Vernon	Herbert B. Cooper
Warren	Edna R. Polster
Washington	Otis L. Loomis
Wayne	Chas. M. Randall
Webster	Oscar L. Carter
Worth	Kenton E. Thompson
Wright	Mrs. Essa Findley

# Geography in Missouri High Schools

MRS. H. H. LONDON, Columbia Public Schools

## The present status of this subject in our high schools with a glance backward 10 years

According to the latest available figures,<sup>1</sup> geography is taught in 234 of the 712 high schools of Missouri. Of the 145,331 pupils enrolled in the high schools of the state during 1949-50, 33,696 or 10 per cent had work available in geography, while only 3,381 or 2 per cent of the total were enrolled in geography courses. In the schools which taught geography, 10 per cent of the students were enrolled in geography courses.

### Enrollment

There is a wide variation in the percentages of the total enrollment taking geography in the schools reporting.

Among the schools which teach geography, there is an inverse relation between the size of school and the percentage of total enrollment in geography. One-fourth of the student body in the schools under 100 in 1949-50 was enrolled in geography, while only five per cent of the students of schools having 400 or more enrolled took geography. The highest percentage of pupils taking geography in any school reporting was in a small high school with 78 pupils of which 55 per cent were enrolled in geography. The lowest percentage of pupils taking geography was in a city school with an enrollment of 4,763 pupils, only 36 of whom were taking geography in 1949-50. The decrease in the percentage of pupils taking geography with the increase in enrollment may be due to the greater number of courses from which students may select. In the smaller schools the pu-

pils are limited in the number of courses from which to select.

In most cases, high school geography in Missouri is a one-unit course, and in only two is it a required subject. One of these schools has an enrollment of 194 and the other 513.

Most of the high school geography



courses are taught at the eleventh and twelfth grade levels. Eighty-four of the one hundred and forty-four schools reporting restrict enrollment to these two grades, twenty-seven of them to the twelfth grade alone. In 46 schools the enrollment is drawn from the tenth and eleventh grades, and in seven others from the tenth, eleventh and twelfth grades. Only six of the one hundred and forty-four schools limit registration to the ninth and tenth grades, and an additional one to the ninth, tenth, and eleventh grades.

### Courses and Textbooks

More than one-half of all high school geography courses taught during the 1949-50 year were "World Geography." One-third were called "Economic Geography" and undoubtedly were also world wide in scope, although with emphasis on the economic geography of the United States. There was little variation in the type of

<sup>1</sup> Data obtained from reports of local superintendents to State Department of Education and a questionnaire sent to 234 schools reporting geography taught. Mr. Oscar G. Schrupp, Director of Research and Statistical Information, State Department of Education, Jefferson City, Missouri was helpful in securing the information from the reports.

A conference concerning the questionnaire was held with Dr. James E. Collier, Chairman, Geography Department, University of Missouri. Acknowledgment is given to the teachers of the state who so promptly and satisfactorily returned the questionnaires. One hundred and forty seven of the two hundred and thirty four questionnaires (63%) were returned.

course taught in different sizes of schools. "High School Geography" was the name given to courses in seven of the 123 reporting schools, all of them with less than 200 enrollment.

Seventeen different textbooks were in use in the 122 schools which reported the text used. Bradley's "World Geography" was used in 24 per cent of the reporting schools. In rank it was followed by Packard, Overton, and Wood's "Geography of the World," which was used in 19 per cent of the reporting schools, and by York, Rowe and Cooper's "World Economic Geography," which was used in 11 per cent of the reporting schools.

### Supplementary Materials

Maps and other supplementary teaching materials were used in 103 of the 142 reporting schools. Thirty-nine of the schools, reported that supplementary teaching materials were not used, giving lack of finance and poor condition of such materials as were available as reasons.

### Training and Experience of Teachers

The geographic training and experience of the teachers of the 121 schools reporting this information varies greatly. The average number of semester hours in geography by the 121 teachers reporting was 15 per teacher.

Three geography teachers had no training in the field whatever. Seven teachers had only 3 hours of college geography. Ninety teachers had more than 5 hours of geography but less than the 15 hours required for a minor in geography by the School of Education at the University of Missouri. This is approximately three-fourths of the total number of teachers reporting. Thirteen of the teachers had more than 15 hours in geography but less than the 24 hours required for a major in geography. Nine of the 121 teachers had more than 24 hours in geography. Two of these taught in schools of over 400 enrollment. The largest amount of college credit in geography held by any teacher was 58 hours. This teacher was in a school with an enrollment of 630 pupils and holds A.B., B.S., and M.A. degrees from two institutions.

Most of the teachers of geography in the state are trained in other fields, in which

their chief interests presumably lie. Of the 114 teachers who listed their major subject in the questionnaire, only six gave geography as the subject in which they majored in college. Sixty-two listed social science (or social studies) and some of these probably had a limited number of courses in geography. Eighteen teachers of geography



in 1949-50 were history teachers, eight were English teachers, and five were teachers of mathematics. From one to three teachers listed agriculture, biology, commerce, education, industrial arts, physical education, sociology, and speech as major subjects. The status of geography in the high schools and the value of the courses taught would undoubtedly be improved if more teachers were interested in the subject and better prepared to teach it.

The education of geography teachers reporting has been obtained both from colleges and universities in Missouri and from out-of-state institutions. The 130 teachers reporting have attended 24 different schools. One hundred and eighteen have attended Missouri colleges and universities. More teachers in the smaller schools have attended state teachers colleges, whereas more teachers from larger schools have attended one of the universities within the state. Twenty-seven teachers have attended



out-of-state colleges. Of the 24 schools attended, 12 are in Missouri. Forty-five of the 80 teachers reporting from schools with less than 200 pupils enrolled have attended one of the 5 Missouri State or Teachers Colleges. Twenty-eight of the 50 teachers reporting from schools with more than 200 pupils enrolled have attended one of these colleges and 29 of them one of the four universities within the state or an out-of-state university.

The teachers in the smaller high schools of the state have attended the greater number of colleges. Seven teachers in schools with less than 100 pupils enrolled have attended more than one school for their training, three in schools with between 100 and 200 pupils, three in schools with between 200 and 300 pupils, and four teachers in schools with between 300 and 400 pupils, while only three teachers in schools with over 400 pupils enrolled have received college credits in geography from more than one institution.

The years of experience of teachers of geography in the high schools of the state varies greatly, but averages 14 years. Seventy-six of the 121 teachers reporting have had more than 10 years. Thirty of the number reported from two to five years; six reported only one year and nine from six to nine years. As a whole, the geography teachers are experienced, but had less training in the subject than could be desired.

### Teacher Comments

Many of the teachers answering the questionnaires made some interesting comments concerning the geography courses they teach. Five teachers stated that geography should be a required course by the State Department of Education. Several teachers said there is not enough emphasis on geography and that more place geography is needed. Sixteen teachers reported that geography is taught in alternate years. Several teachers stated that geography was a much needed course, that more United States geography should be taught, and that they find that many students have no idea as to location and names of important places, which they should have learned in grade school.

Some teachers reported that lack of good reading reference materials seems to be one of the weakest in high school geography. Some teachers felt that geography is not

given emphasis in the high school curriculum that it warrants. Others thought that it should be put in the schedule with World History and let students take their choice of the two to meet social studies requirements for graduation. Several teachers stated that students seem to think geography very practical and there was great interest.

One teacher stated that the Missouri State Course of Study could be better organized for geography in the elementary school. This would give high school students a better background for high school geography and that it might be advisable to require many high school students with little geographical knowledge to take the high school geography course rather than just let those interested elect it.

It was indicated by many of the comments made on the questionnaires that there is a need for more adequate geography textbooks on the high school level. Some teachers requested the names of some suitable texts.

### Trends

High School Geography seems to have lost ground during the past decade. Comparison with a study made ten years ago<sup>1</sup> reveals that the subject was taught in 61 per cent of the schools then as compared with 33 per cent now. At that time 15 per cent of all high school students were enrolled in geography courses, whereas only two per cent were in 1949-50. The teachers have approximately the same average training in the subject (14 semester hours in 1940-41; 15 in 1950-51), although a smaller proportion have a minimum of 15 semester hours now (18%) than ten years ago (28). The average number of years of experience is greater now, being 15 years as compared to 8 in 1940-41. The attitude of the teachers toward the subject seems to be about the same. In both surveys, several teachers commented on the value and need of geography in high schools, on the need for a greater number of courses, that it should be a required subject in high school, and that more and better instruction in elementary schools was needed. This would suggest that the decline is not due to lack of interest of the geography teachers, although perhaps in part to their inactivity.

<sup>1</sup> Odell, Clarence Burt, and Leslie Wood White. "The Status of Geography in the High Schools of Mo.," *Journal of Geography* 41 (1942) 41-51.



# SECRETARY'S PAGE

## LEGISLATION

Three major objectives for this session of the General Assembly were the implementation of Amendment No. 1, the inclusion of non-certificated school employees in social security, and a more adequate appropriation for free public schools.

The first has become law, the second has good chance of passage, but the size of an additional appropriation in the Omnibus Bill remains in doubt.

The conservative budgetary request of the State Department of Education would require an additional appropriation of \$14,000,000. Few seem to deny that it is badly needed. Some will say, as in previous years, that the money is not available. According to the Official Budget the unobligated balance in the General Revenue Fund of the State on June 30, 1951, will exceed \$30,000,000 and the unobligated balance in the Postwar Reserve Fund will exceed \$8,000,000.

A million dollars in state aid distributed on the third level means approximately \$50.00 per teaching unit to every school—whether it be rural or consolidated, town or city. According to law, any moneys included in the Omnibus Bill must go into the teachers fund and be used for teachers salaries.

Many worthwhile proposals are pending and in position for passage. It would be helpful if the teachers would study the report appearing on page 217, and request further information with respect to any in which they are interested.

## BUNKER HILL

It appears certain that the number going to Bunker Hill this season will set a new record.

New improvements include electric phonograph and records for square dancing, three aluminum boats, permanent croquet court, horseshoe pitching court, shuffleboard, new truck, fence around resort site, and improvement of road from the highway.

## AUTOMOBILE INSURANCE

The number of policies issued as of April 1, total 559 and the number of claims

paid 34. The largest claim paid was \$400.91, the smallest claim paid was \$2.00, and total claims paid were \$1,667.69. The program was initiated as a benefit to the membership. Make inquiry if interested in rates.

## CHILDREN'S ACCIDENT COVERAGE

Schools participating in the program number 396 and 156 claims have been paid, totaling \$7,121.36. The largest payment was \$228.50, the smallest \$25.00. It is planned that representatives will visit schools again this summer to explain the program and be of assistance.

## GROUP LIFE INSURANCE

Since June 10, beneficiaries have received benefits totaling \$25,000.

## ACCIDENT AND SICKNESS

Over 7,000 teachers in Missouri are covered by the Group Plan.

Some teachers have received more than \$2,000 in benefits for a single illness; 1,490 received benefit payments the past year.

## PROFESSIONALIZATION

The Conference for leaders on September 7-9, to make more effective the work of local associations, is most significant.

Three significant studies are under way that should tend to provide a basis for further planning: one pertains to the attitude of teachers toward further professionalization; another deals with the environmental conditions in which teachers live; and a third secures the family composition of Missouri teachers in order that the benefits of social security may be properly evaluated.

## SAN FRANCISCO

The Missouri Breakfast at the NEA meeting will be on Tuesday morning, July 3, at the Sir Francis Drake Hotel, with Missourians and former Missourians a specialty. Missouri Headquarters will be Rooms 2007-09, Palace Hotel.

## STATE MEETING

Immediate use of the reservation blank on page 244, will enhance the possibility of securing the hotel of your choice. Requests are filed by the Housing Bureau in the order received.

# OUR TEACHER POETS

## WHEN SUMMER SINGS

**T**HE SLENDER Shasta daisies make  
The hot sun welcome for their sake;  
And Tiger lilies, curled and tall,  
Invite the sunbeams over all,  
Along the green woods half awake,  
When summer sings by lane and lake.

The golden shafts fall mild and bright  
Where lark and quail call out goodnight;  
This happiness in earth and sky  
My peaceful soul would multiply,  
Along the green woods half awake  
When summer sings by lane and lake.

—BEULAH M. HUEY

## MOTHER'S PHILOSOPHY

**M**OTHER—in her life time, proved to me:  
That the Wealth of God's Mercy . . .  
is better than the poverty of man's justice;

That the germ of happy Renunciation  
. . . is preferable to the fruit of satisfied indulgence;

That the strength of a calm Trust . . .  
is more enduring than the weakness of an unworthy achievement;

That the foundation of a Good Name  
. . . is to be chosen, rather than the palace of an evil character;

That Sublime Courage — unrewarded  
. . . brings deeper gain than ignoble cowardice — self justified;

That the wisdom of God's Silence . . .  
is kinder than the speech of his foolishness and the tenderness of his Chastisement, to the harshness of our finite love.

*Time*—has proved to me that my mother's philosophy made an ideal border for every flower bed in my garden of life.

—JEAN RIVINIUS.

## SONGS

**T**HIS MORNING I heard a robin sing;  
He poured out his heart in his song.  
He sang of the glory of sky and field,  
Of the rich black earth and its goodly yield.

Such was his song.

This morning I listened to man as he sang;  
He poured out his hate in his song.  
He sang of battle, of bomb, and shell,  
Of a bloody field where an enemy fell.

Such was his song.

This morning I heard a child sing;  
He poured out his faith in his song.  
His love for his brother, his yearning to know,  
His dreams for building a world, and so  
Of such was his song.  
Was he wrong?

—HELEN KRUEGER, St. Louis

## CHOOSE A TALISMAN

**N**EW BREATH OF marybuds threads the swale

Where last autumn's cattails stood,  
And the Mayapple stretches its parasol  
At the edge of the hawthorn wood.

There is a place near the buckbrush row  
Where wild strawberries bloom,  
While the cherry tree by the cellar there  
Lifts the cloud of its luminous gloom.

The bluebird, that lately brushed the sky,  
Swings on the White Heath tree,  
Preening his scarlet satin vest  
And whistling, "Terra-o-lee!"

This stone-rimmed spring by the quadruple oaks

Is fragrant as Memory  
With spearmint, massed in a pungent drift  
Near the sweet flag's mystery.

Choose from these things a lavish bouquet  
Of remembrance, and you may borrow  
A talisman against loneliness

When the years have brought your Tomorrow.

—MAE TRALLER, EVERTON

## SCHOOL AND COMMUNITY

## MY MOTHER

MY THOUGHTS GO back to my mother,  
On this her natal day,  
And there come, as it were, the many years  
Mustered as soldiers in array,  
Who tell me of a mother's love  
So deep and pure and brave,  
Of a mother's tender heart and true  
That any child would crave.

My memory reverts again, I say,  
And strives to lay a plan,  
Whereby I might recall the years,  
From childhood up to man;  
The years that were the happiest  
Though mixed with much alloy,  
Are those that stand out clear and strong  
Since I was but a boy.

It was then she meant so much to me,  
As she led me every day,  
Among Life's rugged paths and storms  
To seek the better way.  
Replete with joy was the love she bore  
As she strove to do her part,  
While she builded well into the lives  
She treasured in her heart.

Faith, hope and love, divorced from guile,  
Three graces of her soul,  
Shone forth with glorious light sublime  
'Till severed by death's toll.  
No pain was e'er too great to bear  
For this dear mother mine,  
While all the good deeds that she did  
With heavenly luster shine.

She taught me what was right and wrong,  
She taught me how to pray,  
She labored hard to do her bit  
And did it without pay.  
She sacrificed from morn' 'til night,  
She suffered silently and then,  
She laid herself a ransom down  
Without the praise of men.

Oh mother, mine, so dear and true,  
To me almost divine,  
Thou hast left thy loved ones here on earth  
But with a love sublime.  
We'll seek to emulate thy traits  
And instil into our strife,  
The high and noble thoughts that thou  
Has bequeathed us by thy life.

—WM. H. GUENTHER, Sedalia



## BROTHERHOOD

I HEARD the nations singing  
Their songs of lusty might,  
Each group with noisy clamor  
Along the wings of night.

Great nations in their arrogance  
Thundered in vast discord,  
Small nations quavered feebly  
'Neath the heel of overlord.

I heard the shrill soprano's note,  
The tenor's deafning shout,  
The march of soldier's to their death  
In guttural bass rolled out.

But here and there between the beats  
Like bells above the storm,  
I caught a small sweet melody  
Along the wings of morn.

It grew in strength and harmony  
As each nation took its place,  
In the choir of kindred brethren  
Not remembering creed or race.

The nations turned and faced a leader,  
I heard the war notes fade and die.  
And the voices blended softly  
As a mother's lullaby.

The glorious chorus rose in volume  
Ringing out from sea to sea,  
Like the singing of the stars  
In one mighty symphony.

Before the singing nations  
A kind faced workman stood.  
His baton, the Cross of Jesus,  
And the anthem—Brotherhood.

—ANNA L. HUNSAKER, Tuscumbia



## Vacation junk

New thrills awaits v

MAY is the most beautiful any other month of spring in the Ozarks. During this month the hillsides at Bunker Hill are covered with wild flowers from the humble daisy to the most gorgeous bluebells. Here you will find peace and quiet as well as a well-developed recreational program that fits everyone's liking.

### Recreation

Permanent horseshoe and quiet courts have been added and lighted for both day and night activity. Two shuffleboard games are available. Other activities such as round and square dancing, boating, fishing, swimming, volleyball, badminton, horseback riding, mountain climbing and just plain relaxation can be enjoyed.

Major repairs on the several miles of gravel road leading from the highway to the ranch has made it a joy to travel.

If early reservations are a reliable basis for prediction, the number of teachers and guests to vacation at Bunker Hill Ranch Resort will exceed all records.

Future Teachers of America from Maryville were on hand for the opening day—April 27.

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# Bunker Hill

## Thrills waits visitors

Many other groups have made reservations as follows:

- Gower Teachers
- Normandy Community Teachers Association
- Cooter Faculty
- Marceline Senior Class and Sponsor
- Executive Committee, Missouri State Teachers Association.

## Reservations

For Reservations, write to Bunker Hill Ranch Resort, Mountain View, or call 9-F-21. You will receive an immediate reply. To assure yourself of accommodations, it is best to get reservations.

## Rates

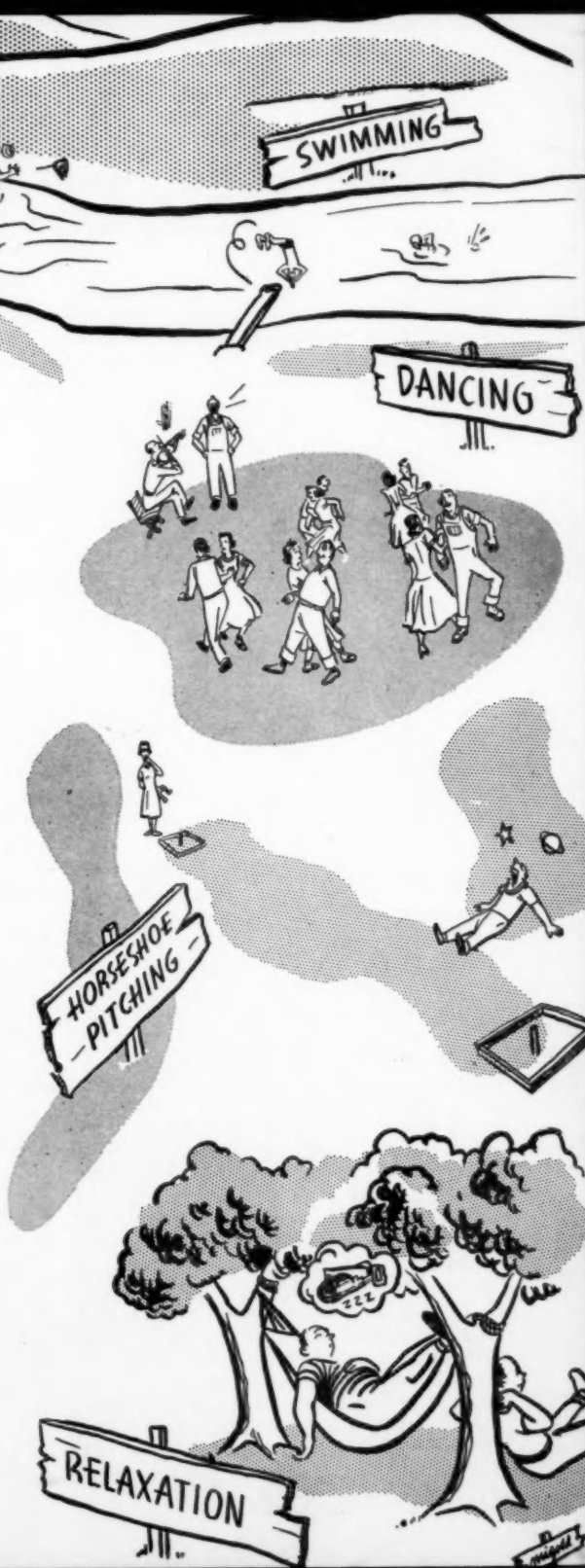
Daily Rate—\$4.50 per person for meals and lodging.

Weekly Rate—\$25.00 per person for meals and lodging.

Special rates on meals are made for small children.

Light housekeeping cottages—\$20.00 per week for two persons.

Since Bunker Hill is yours, run for your convenience on a non-profit basis, why not take advantage of it? You will meet old friends and make new ones here.





# The Final Spring Bulletin

DR. ADOLPH UNRUH, Washington University, St. Louis

SOON as migratory fowl we shall scatter to our summer destinations. To the many points of the compass our desires and activities shall carry us. With us and a part of us, shall go the satisfaction of a year well spent in the service of young people; the memories of our pleasant meetings in the corridors and classrooms; and the



happy contentment of an artisan who has finished his *piece d'art*. Our proteges, as we, will soon find themselves reminiscing, perhaps somewhat sadly, and longing to relive some of the pleasant, thrilling, inspiring moments of the passing year.

What recompense is ours to know we have labored to cultivate a common mind; to have imbued growing intellect with an attitude of eternal inquiry for truth! Somewhat penitent perhaps for that neglected helping hand, or that withheld pat of confidence, or that bit of deserved, but unsung praise which would have repaid us so handsomely had we but given a little more of ourselves, we stand humbly before the Great Teacher to intercede for an occasion to amend. This is good. It is well that we should be spared persons in our profession who are completely content with their performance.

It is a high privilege for us that, from among 200 billions of human beings, and out of hundreds of centuries, we chanced upon this place and time, to share what we have obtained from the Great Intellect of the Ages and the eternally crusading mind of man. If it is a privilege, surely it is a pleasure. If this high conception of our

opportunity holds, then it is clear that our associations of the last year have been not only highly beneficial and pleasant, but have laid the basis of something bigger and finer for the dawning year.

It is hoped that those factors which condition our actions and the forces that influence our destinies may have been so designed as to precipitate a migration of the members of our staff back from the various directions of the winds to our first convocation late in the summer. It is our fervent hope that all shall return safely. Then again will it be ours to convert opportunity into realization.

But for the present we shall be pursuing and exploring our vacation dreams. Many interesting experiences are assigned us by the Master Teacher, and these we must complete in due time. The completion of our lessons will add to our information; continue the development of ideas; restyle our attitudes; and replenish our spirits. Some of our assignments call for the spinning of lazy dreams across a land of enchantment, for there was no time for this during the year. For some, our assignments require the vigorous pursuit of an answer. We must not tarry! But, whatever the tasks may be, or wherever they may lead us, all of us will be dreaming too, of next September. So, until then, "Au revoir!"

Your Principal.



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## ITEMS OF INTEREST

**J. O. Teasley**, superintendent, Cameron public schools, has been reelected. This will be Mr. Teasley's fifth year at Cameron as superintendent, and he was high school principal there for twelve years before going to Chillicothe.

**Barney E. Matkin**, elementary supervisor, University Laboratory school, Columbia, has been recalled to service as a captain in the U. S. Army.

**Asa M. Ruyle** resigned his position on March 10 as professor of education, Missouri Valley College, to return to active duty with the air force. He is stationed at Biggs Field, El Paso, Texas.

**J. S. Nants**, assistant superintendent in charge of secondary schools, St. Louis, retired on March 12. Mr. Nants has served the St. Louis public school system for forty-one years.

**R. M. Inbody**, principal, Beaumont high school, St. Louis, has been appointed by the St. Louis Board of Education to succeed Mr. Nants, under the title of Director of Secondary Education.

**Walter Gammeter**, assistant principal at Roosevelt, has been appointed by the St. Louis Board of Education to succeed Mr. Inbody as principal of Beaumont highschool, St. Louis.

**Donald M. Cox**, principal of the Cameron high school, has been reelected for his sixth term.

**Charles A. Whaley**, superintendent, District R-I, Warren county, has recently been employed for another year.

**Bertha Owings**, principal, highschool, El Dorado Springs, has been reelected for next year.

**George Ashworth**, elementary school principal at Cameron for the past two years, has been renamed to that position for the coming school year.

**Horace L. Jackson**, superintendent, Ste. Genevieve public schools for the past nine years, has resigned, effective June 30. During this time the school system has grown from a fourteen teacher system to twenty-five. The school now offers vocational agriculture, vocational home economics, and the assessed valuation as a result of reorganization, has been doubled.

**Raymond W. Thomas**, principal, Ste. Genevieve highschool for the past seven years, has been employed by the Ste. Genevieve Board of Education as superintendent for next year, to succeed Mr. Jackson.

**Cecil W. Kuster**, Osage County Superintendent of Schools, has been employed as superintendent of the R-III district in Osage County, effective July 1, which is the expiration date of his term of office as county superintendent. Mr. Kuster is a graduate of the University of Missouri and received his Masters Degree from Central Missouri State College last year.

**Mrs. Emil Bish**, second grade teacher in the Linn elementary school, was elected Osage County superintendent to succeed Mr. Kuster.

**William Kottmeyer**, assistant superintendent, St. Louis public schools, has accepted the Chairmanship of the East St. Louis-Eastern Missouri Area for the National Association of Remedial Teachers.

**Wallace Wilson**, superintendent, Camdenton public schools, was recently reelected and his contract extended another two years.

**H. H. London**, professor, industrial education, University of Missouri, recently spoke to the industrial arts section of the Arkansas Education Association, at the state meeting in Little Rock, Arkansas.

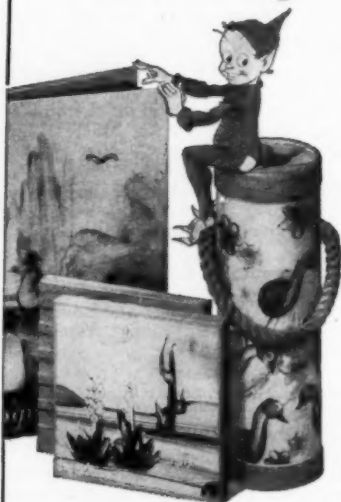
**Morris M. Gutman**, dramatics and speech director, El Dorado Springs for the past three years, is resigning his position at the end of this term, in order to continue his graduate study.

**B. C. Campbell**, superintendent, District R-VII of Jackson county, reports a recent bond election for \$491,000 was carried by a vote of 1349 for to 310 against. This amount, plus the \$25,000 in state aid for the reorganized district, will give it \$516,000 to be used for three elementary additions, one elementary renovation, and a unit of the new highschool.

**Lillie Schroer**, Wright City, is the new teacher at the Gore school in Warren county. She succeeds Mrs. Hugo Nadler, who resigned.

**Charles E. (Sye) Brisley**, former employee with the state highway department and recently a representative of the Hillyard Company, has accepted the position of safety director for the corps of engineers of the U. S. Army. He has left the United States to take up his duties in Yokohama, Japan.

Everybody loves  
to make something  
out of nothing



**SHAW FINGER-PAINT**

is the ideal transformer

Old cereal cartons, lampshades, wastepaper baskets, albums and wooden mixing bowls may be decorated with Shaw Finger-Paint. Give unfinished wood a thin coat of shellac before applying the paint which has been rubbed smooth on a table top. Finger-Painted papers stretch when paste is spread on the reverse side. Measure craft surface, then cut paper a trifle smaller before pasting. For binding, paper should be larger than the surface of the craft.

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Binney & Smith Co. Rep. in Missouri is Frank J. Browne

**Leslie E. Spurgeon**, superintendent, Owensville public schools, has reported the school bonds recently voted by that district in the amount of \$225,000 have been sold to three Kansas City firms. Some of the bonds will bear interest of 2% and others 2½%.

**Carl R. Reng**, a graduate of the University of Missouri and for the past three years professor of education, University of Arkansas, was appointed president of Arkansas State College on April 3.

**Richard T. Elmore**, superintendent, Hornersville, for the past two years, has resigned effective the end of this school year.

**Alva DaVault**, principal of the Hornersville high school for the past three years, has been employed as the new superintendent at Hornersville to succeed Mr. Elmore. Mr. DaVault received his Master's Degree from the University of Mississippi.

**Robert D. Turney**, principal, Central elementary school, Eureka, for the past four years, has been selected by the New Florence Board of Education to head its schools for next year. He succeeds Mr. M. G. Keisker, who will be superintendent at Montgomery City next year.

**Irvin L. Obermark**, social studies teacher, junior highschool, St. Charles, has resigned in order to accept a position in the St. Louis public schools.

**R. L. Terry**, superintendent, Memphis schools for the last four years, has been reemployed.

**William R. Wilcox**, speech teacher, St. Charles highschool who resigned last January to enter military service, is now stationed at Camp Chaffee, Arkansas. The St. Charles debate team, under the coaching of Mr. Wilcox, won the state championship this year.

**F. L. Marshall**, superintendent, Jonesburg public schools for the past three years, has resigned to accept a similar post at Auxvasse. Mrs. Marshall, who also taught at Jonesburg, has been elected to teach English in the Auxvasse high school.

**Edward J. Berry**, superintendent, Holland schools, has resigned effective at the close of this school term. Mr. Berry plans to be in school this summer and in all probability will continue his graduate work next year.

**L. N. Kinder**, superintendent, Braggadocio for the past seven years, has resigned to accept the superintendency at Holland.

**E. L. Fisher**, of Anutt, has been elected principal of the Hunnewell high school.

**SCHOOL AND COMMUNITY**

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**Ernest Redfern**, superintendent, Taney County, has been employed as superintendent of the Spokane public schools for next year.

**Floyd Ray**, superintendent, Higginsville public schools for the past fourteen years, has resigned effective at the close of this school term.

**Thomas L. Keathley**, superintendent, Wright City reorganized school district, does not plan to return to that position next year.

**Helen Toner**, 58, a teacher in Webster Groves highschool 30 years, died April 9 after a brief illness. After receiving her bachelor degree at the University of Missouri, she did graduate work at Washington University, Chicago and Northwestern.

**Leonard Douglas**, superintendent, Callao public schools for the past five years, has resigned effective at the close of this school term. Mr. Douglas has accepted a position in the sales department of Hillyard's. He will represent the Hillyard Company in the state of Arizona.

**N. Earl Walker**, superintendent, El Dorado Springs, was recently reemployed for a three year term.

**G. E. Dille**, superintendent, Maryland Heights, was recently given a new three year contract with an increase in salary. His present contract is not due to expire until June 30, 1952.

**C. E. Brewer**, superintendent, Ironton for the past nine years, has resigned effective at the close of this school term, to accept the superintendency at Esther.

**H. E. Grayum**, principal, Ironton high school for the past seven years, has been promoted to the superintendency. He succeeds Mr. C. E. Brewer, who will head the schools at Esther.

**Ralph McCullough**, superintendent of the Elvins public schools for the past eight years, does not plan to return to that position for next year.

**Paul D. Rogers**, superintendent, Lawson public schools, has reported that seven rural districts have recently joined the Lawson school district through reorganization and annexation. This makes a total of twelve districts in the reorganized area. The valuation amounts to 2½ million dollars.

**Harvey Nolte**, of the Lillis highschool in Kansas City, has been elected to teach music in the Lawson high school. He succeeds Mr. Norman Jeter, who was called into the armed service.

**A. Z. Black**, superintendent of the Hunnewell public schools, has been reelected, and the teachers of that system have been given an increase in salary. Also approved by the board of education was a sick leave plan for school employees.

# Planning a curriculum?

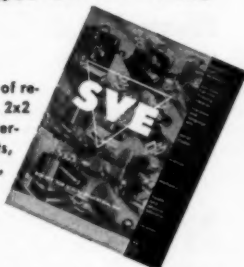
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## THE NEW Library Record Book

Complete with instructions for the organization and classification of the elementary school library in accordance with the A-B-C grouping system. Space is provided for the listing of 800 volumes. Size 8½x11, bound in durable cover.

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**School and Community**  
**MISSOURI STATE TEACHERS**  
**ASSOCIATION**  
Columbia, Missouri

**Stephen Blackhurst**, superintendent, St. Charles, reports that the board of education has purchased a five acre lot at a cost of \$2,000 per acre. This lot is to be held for expansion purposes. Probably a junior high school will eventually be located on it.

**Vernon Wade**, director of music, El Dorado Springs, has been named as summer director of the Community Spring Park Band. The group gives four concerts a week throughout the summer.

**Rene D. Hunt**, superintendent, Brashear public schools, was recently voted by his board of education a new two year contract, and an increase in salary.

**R. H. Long**, superintendent, Zalma consolidated schools, has reported that a tax levy for this district was passed without a single dissenting vote.

**A. A. Moore**, superintendent, Downing district in Schuyler county, has revealed that this district approved a tax levy of \$2.30 at the April election, with only one negative vote cast.

**F. L. Skaith**, who has been Superintendent of the Maryville public schools since 1944, has accepted the superintendency of the schools in the R-III district of Holt county for the school year 1951-52. The district is composed of the former Craig, Corning, and Fortescue high school districts and two rural schools of Holt county. Mr. Skaith will assume his new position July 1, 1951.

**Lyle Hensley**, present superintendent at Craig, is resigning to enter the armed services.

**Bryce Pulley**, St. Joseph, an alumnus of Maryville State College, will be principal of the highschool at Craig next year.

## EXCELLENT SERVICE

January 19, 1951

Missouri State Teachers Association  
Accident and Sickness Insurance  
Columbia, Missouri

I received your letter of January 16th with the draft for \$92.86 in final settlement of my claim, a total of \$217.86.

Thank you for your promptness in sending it. I greatly appreciate the excellent service which you have given me.

Yours very truly,  
/s/ Edna Wood  
409 Frederick Apartments  
Columbia, Missouri

## SALARIES INCREASE

Information recently received by the Research Division shows that most highschool districts are increasing teachers' salaries for the 1951-52 school year. Three hundred and fifty-nine districts gave information on the per cent of increase in the budget for teachers' salaries. Other districts indicated that salaries were not yet determined. Of the districts reporting on budget for teachers' salaries, 32 reported no increase; 134, five per cent increase; 139, ten per cent increase; 34, fifteen per cent increase

and 20, twenty per cent increase or more. Facts on rural school district teachers' salaries are not yet available.

The cost of living has increased from 167.3 in April 15, 1950, to 183.8 in February 15, 1951, an increase of about 10 per cent. The increases in teachers' salaries reported above appear to be somewhat less on the average than the increase in the cost of living. This emphasizes the fact that there is danger of another exodus from the classrooms of Missouri during the present period of increasing living costs.

## THE UNIVERSITY OF KANSAS CITY

1951 SUMMER SESSION

First Term: June 7-July 18

Second Term: July 19-August 29

### THEATRE WORKSHOP

(June 7-July 18)

Courses: "Dramatics for Singers," "Problems of Acting and Directing," "Stagecraft."

Plays: Open air production of a play and an opera in the Playhouse patio.

### MUSIC INSTITUTE (June 10-July 1)

Master classes, private instruction and coaching in string instruments, string ensemble, piano, voice, organ.

THE ROTH QUARTET (University of California) is composed of FERI ROTH, JENO ANTAL, violin, NICHOLAS HARSANYI, viola, and JANOS STARKER, cello. Private lessons from any member. String clinic.

CARL FRIEDBERG (Pianist, Juilliard) has taught Grainger, Leginska, Ney, and many other distinguished pianists.

CARL WEINRICH (Organist, Princeton) has been classed with Dupre and Schweitzer as one of the three greatest living interpreters of Bach's organ music.

MACK HARRELL (Baritone, Juilliard) is a noted opera, oratorio, and lieder singer.

CONCERTS by Freidberg, Harrell, and Weinrich (June 10, 12, 17) and by the Roth Quartet (June 24, July 1).

### OTHER VISITING PROFESSORS

DR. HAROLD B. ALBERTY (June 11-16), Professor of Education, Ohio State University, "Present Trends in Curriculum."

DR. PAUL B. DIEDERICH (June 25-July 7), Research Associate, Education Testing Service, Princeton, New Jersey, "The Construction and Use of Tests."

DR. AILEEN SCHOEPPE (June 7-July 18), Director of Placement, Asst. Professor of Education, Roosevelt College, Chicago, "Techniques of High School Teaching," and "High School Supervision."

### HUMAN RELATIONS (June 7-July 18)

Second annual workshop on problems of group and personal prejudice. Lectures, seminars, research. National leaders and regular faculty.

### OTHER SPECIAL PROGRAMS

Extensive offerings in the Education Department, taught by regular staff, practical school people, and visiting professors (see above), include all certificate requirements for elementary and secondary teachers, counselors, librarians, principals, and superintendents.

Library Science Courses (Both terms.)

University Demonstration School (June 6-July 18.)

For information concerning these courses and for the complete Liberal Arts and professional curriculums offered in the Summer Session, address the Director of Admissions.

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## **FIRE DESTROYS TUNAS SCHOOL**

A fire of undetermined origin destroyed the high school building at Tunas, on March 14. The high school enrollment is approximately 100. Harvey G. Tucker is the superintendent of schools.

## **ADDITION TO PARIS HIGH SCHOOL**

A new addition to the Paris high school building has been completed. The lower floor of the new part will house a vocational agriculture shop and an industrial arts department. On the second floor will be a cafeteria and music department, according to Superintendent E. R. LeFevre, who was recently reelected for a two year term.

## **AASA REGIONAL CONFERENCE TO ST. LOUIS**

The Executive Committee of the American Association of School Administrators has announced that the Association will hold three regional conferences next year, instead of one national meeting.

One of the regional conferences will be held in St. Louis, February 23-27, 1952.

Members of the AASA will receive full details, including hotel reservation blanks, in the very near future. Members are asked to wait until the reservation blanks are received to make room reservations.

## **LOCAL ASSOCIATION PROMOTES ACTIVITIES**

Paul Allen Grigsby, first Vice-president, National Education Association, and superintendent of schools, Granite City, Illinois, addressed the Ritenour Classroom Teachers Association at its regular meeting March 7. He spoke on the history of the NEA and the value of the organization in promoting education and in lessening the gap between the classroom teacher and the administrator.

The above was one in the series of meetings that have been sponsored by the newly organized association at Ritenour, which began its work last October 11. The officers in charge this year are: president, Anna Mary Bullock; Vice-president, Kenneth Hartwig; recording secretary, Aldyth Keeth; corresponding secretary, Kathryn Mitchell; and treasurer, Gertrude Blake.

The purpose of the organization, according to F. Allene Richardson, is to make better relations between teachers, parents, administrative officers, members of the board of education, the community, and in general to better conditions for boys and girls in school.

The Association featured a square dance at one of its earlier meetings, with Mrs. Esther Pefferman having charge of the entertainment, which also included table games and refreshments. Attending this meeting were administrators, supervisors, members of the board of education and their wives, principals and their wives, and teachers.

## **LEBANON COMPLETES BUILDING**

The Lebanon school district is completing a new elementary school, the second built within the last four years, according to Superintendent Frank Heagerty. The building contains six rooms and is constructed of brick, concrete floors with asphalt tile covering.

## **CTA OFFICERS ELECTED**

The St. Francois County Community Teachers Association, at a recent meeting elected the following officers for the coming year: President, John H. Bailey, superintendent, Leadwood; Vice-President, Joe M. Toalson, principal, Farmington highschool; Secretary-Treasurer, Eveline Williams, teacher, Desloge high-school.

## **THREE DISTRICTS ANNEX TO CAMDENTON**

Three rural school districts recently voted to annex to the Camdenton Reorganized School District. Those districts voting for this move were: Lone Star, Freedom and Montreal. The combined assessed value of these three districts total approximately \$245,000.

## **NEW BUILDINGS COMPLETED**

Fulton school district has recently completed a six-room elementary building and an addition to the highschool building. Walter E. Evans, superintendent of schools at Fulton, reports that the elementary building is a one-story brick unit.

The highschool addition recently completed includes three classrooms, office, restrooms, and storeroom and a large basement room which is to be used for music and school lunch program. A contract has been let for cafeteria equipment and it is hoped that the kitchen and dining room will be completed and ready for the lunch program next fall.

## **CENTRAL STATE COLLEGE PLANS WORKSHOPS**

Central Missouri State College, Warrensburg, has planned an interesting series of workshops during the 1951 summer session. The brief statements below indicate the scope and nature of these events.

Guidance, June 4-6; Featuring C. Gilbert Wrenn, Fred McKinney, E. C. Roerber, Hugh W. Speer, and George Mowrer.

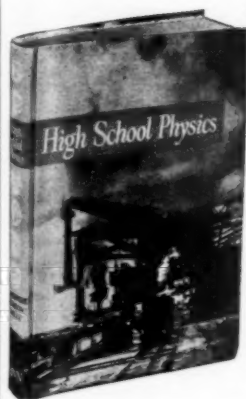
Special Education, June 19-21: Featuring Robert Thompson, Nelle Cummins Dabney, and Thelma L. McReynolds.

Air-Age Education, June 25-29: Featuring Dorothy Espenlaub.

Handwriting, July 16-20: Featuring Ruth Kittle.

Drama Clinic, July 17-19: Directed by Irene Freeman.


Arithmetic, July 24-25: Featuring Herbert F. Spitzer.



By BLACKWOOD-HERRON-KELLY

**A new standard physics text that says,  
"Let's understand physics."**

# HIGH SCHOOL PHYSICS



In language that is simple and vigorous, this new book presents basic principles and drives home these principles by a variety of applications to everyday experiences and observations. Solved problems follow immediately after the explanation of a new topic—Hundreds of diagrams and illustrations, among them 16 in full color, illustrating spectra and color—Many and varied teaching aids—Up-to-the-minute content including an entire section on electronics and nuclear physics. Workbook and Laboratory Manual, 15 Tests, Teachers' Manual.

**GINN AND COMPANY**

2301-2311 Prairie Avenue  
Chicago 16, Illinois

## Spelling IN THE LANGUAGE ARTS

**7 texts to assure mastery of the words a child uses when he writes**

**A MODERN BASAL  
PROGRAM for GRADES  
TWO Through EIGHT**

**Multiple sense-appeals encourage your pupils to develop:**

- A knowledge of the meaning and use of the words spelled,
- A technique for the study of spelling and a capacity for written expression.

### THE PUPIL....



SEES the word



HEARS the word



**SAYS** the word



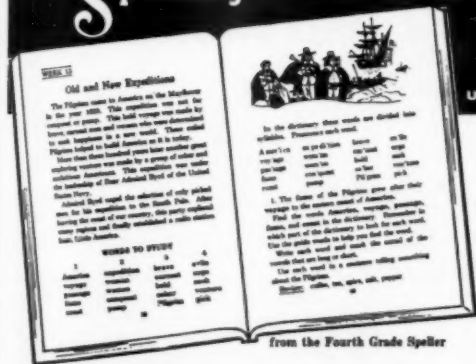
WRITES the word



STUDIES the word



**USES** the word



from the Fourth Grade Speller

**Spelling in the Language Arts** is a developmental program designed to re-emphasize on learning to spell words used in everyday writing. Colorful illustrations and contextual use of study words keep pupil interest at a high level. The authors are specialists who know children and their needs. Teachers and principals are urged to write for illustrated descriptive folder 351, or ask for detailed presentation by our representative:

**H. H. Freeman, 307 S. Florence, Springfield, Missouri.**

**BECKLEY-CARDY COMPANY • Publishers**  
1632 Indiana Avenue • Chicago 16, Illinois

## WEBSTER GROVES APPROVES BOND ISSUE

A 200-thousand dollar bond issue was approved on April 3 by the voters of Webster Groves.

The bond issue to complete the construction of Clark school carried with 2193 votes for and 285 against.

## MASON RIDGE ANNEXES DISTRICTS

Consolidated School District No. 2 of St. Louis county, at a special meeting of its board of education, recently annexed the school districts of Barrett and Manchester.

According to Superintendent Robert D. Snyder, the people of Barrett voted 64 to 1 and those of Manchester, 134 to 2 in favor of joining Mason Ridge.

The buildings of these two units will continue to be attendance units until the district can erect a new building.

## SALARY SCHEDULE ADOPTED BY FLAT RIVER

Flat River public schools have adopted a single salary schedule from kindergarten through junior college. The new schedule represents a \$270 per year increase for elementary teachers, according to Superintendent Carl L. Parker.

Adjustments in the salary schedule, which apply to all teachers except those in the junior college, represent a total increase since 1947 of \$675.

The junior college teachers who teach in the summer session will receive an increase of \$100, according to Dr. Parker. The new schedule will go into effect September 1.

## MEXICO GETS DENTAL HEALTH PROGRAM

Mexico school children are going to get a new dental health program that will underscore three major points: inspection, prevention and education, according to Superintendent S. Clay Coy.

Although the program does not include treatment or correction, it does have the following objectives:

1. Annual dental examination of each school child by the dentist.
2. Follow-up of examination by the school nurse. This would include notification of parents, report of corrections made.
3. Dental health educational program. Educating the child how to correctly care for his teeth.
4. Classroom follow-up on dental health program. Teacher to promote program in the classroom.
5. Educational films and shows. Promotion of dental health day in schools.
6. Dental health posters.
7. Dental health information for the parents.
8. Summer round-up of pre-school children.

## NATIONAL FOLK CAMP JULY 30-AUGUST 19

The sound of the fiddle, the thump of jiggging feet, and the whir of the old fashioned loom will be among the familiar sounds again this summer at Cuivre River State Park when the National Folk Camp holds its second annual session there—near Troy, Missouri—from July 30th to August 19th.

Initiated last summer under James F. Gamble, former director of recreation for Missouri's Division of Resources and Development, the camp drew people from 14 states. Folklore enthusiasts, family groups, teachers, and recreation directors were among those on hand to learn or improve ways of square dancing, European and English folk dancing, weaving, woodcarving, balladry, folk games, pipe making and folk music. A program of fun and recreation accompanied the daily sessions on folk subjects.

The camp program is directed by Miss Sarah Gertrude Knott, director of the National Folk Festival—held annually in St. Louis. Purpose of the camp is to provide a pleasant rural atmosphere in which people can enjoy and learn the genuine folk activities of this country and elsewhere. The staff includes nationally known figures in the folklore field. May Kennedy McCord, of Springfield, well known ballad singer, is the camp's balladry expert.

Anyone interested in further information concerning the National Folk Camp should write Mr. Gamble at 608 Gratiot Street, St. Louis, Missouri.



"Go ask your mother about X... Nothing remains unknown to her very long."

## INCOMPOSITED FOR SCHOLISTAC PURSUIT

One of our readers recently sent to us the following note. It represents an excuse written by a father and signed by the child's mother for the son, who was absent from grade school. The pupil's absence was excused. The names are, of course, fictitious.

"Dear Mr. Roe; Please excuse John — for being absent yesterday. Due to an acute case of gastronomical disorder. He was incomposited for scholistic pursuit. Mrs. Doe."

## NOMINATE SCHOOLMASTERS OFFICERS

The nominating committee of the Central Missouri Schoolmasters at a meeting at the School of the Osage, on March 15, selected the following slate of officers to be placed in nomination April 17 at the Eldon meeting: President, Ira E. Grubb, superintendent of schools, Tipton; Vice-president, Burl Henderson, principal, high school, School of the Osage; Secretary-treasurer, Oscar Schupp, State Department of Education, Jefferson City.

Serving as members of the nominating committee were: Joe Nichols, Dean, Junior College, Jefferson City; Dr. George Riley, California; and Chairman, Neil Aslin, superintendent of schools, Columbia.

The last meeting of the group for this school year was set for May 5, at the Tunnel Dam Lake.

## COVER PICTURE

The refreshing scene on the cover is typical of those that may be enjoyed by teachers on their way to Bunker Hill Ranch Resort for a vacation. Photo, courtesy Massie—Missouri Resources Division.

## ST. LOUIS COUNTY DISTRICT ASSOCIATION OFFICERS

Members of the St. Louis County District Teachers Association, at their annual business meeting on March 30, elected new officers for next year. Howard A. Latta, high school principal, Webster Groves, who served as First Vice-President this year, is automatically elevated to Presidency of the Association.

The other officers and members of the Executive Committee are: First Vice-President, Mamie Reed, principal, Ladue school; Second Vice-president, Llewellyn Smith, teacher, J. Milton Turner school, Kirkwood; Secretary, Anna Whiteford, teacher, senior high school, Wellston; Treasurer, Harland Speer, teacher, Hanley junior high school, University City.

Members of the Executive Committee are: Elizabeth Ruck, teacher, North Glendale school, Kirkwood, and Leola Bishop, teacher, Senior High School, Hancock.

# WASHINGTON



# UNIVERSITY

SAINT LOUIS 5, MISSOURI

SUMMER SCHOOL 1951

SIX WEEKS—June 11 to July 20

FIVE WEEKS—July 23 to August 24

FIVE WEEKS—June 18 to July 20

Most Advanced Courses for Teachers

EIGHT WEEKS—June 11 to August 3

Art School Courses and Many Engineering School Courses

Extensive offerings of undergraduate, graduate, and professional courses leading to Bachelor's Master's and Doctor's degrees and to satisfying certification requirements.

## WORKSHOPS

June 25 to July 20—Economic Education

June 18 to July 6—Remedial Reading (in cooperation with St. Louis Public Schools and St. Louis University.)

June 18 to July 20—Human Relationships

June 18 to July 20—Science Education

Special Features: Eight-day Intensive Course in Time and Motion Study; Clinical Practice in Basic School Subjects; Demonstrations and Practice in Corrective Speech; Librarianship and Music Courses; Art Courses; Lectures by Prominent Educators. A conference on education of Exceptional Children is planned.

Dormitory Facilities should be reserved immediately.

Recreation: Outdoor Municipal Opera; Little Symphony Concerts; Major League Baseball; Missouri Botanical Gardens; Forest Park; St. Louis Art Museum and Zoo; Mississippi River Boat Rides.

Registration: June 7, 8, 9 until noon; July 20 and 21 until noon (second session)

Bulletin available. Write to Stephen C. Gribble, Director of Summer School  
Washington University, St. Louis 5, Missouri

## APPLICATION FOR HOUSING ACCOMMODATIONS

Missouri State Teachers Association Convention, St. Louis, November 7-9, 1951

For your convenience in making hotel reservations for the coming meeting of the Missouri State Teachers Association, November 7-9, 1951, St. Louis, Mo.

### SCHEDULE OF RATES

Hotel	Singles	Doubles	Twins	2-Room Suites
American	\$ 3.50-\$ 6.00	\$ 4.50-\$ 7.00	\$ 5.50-\$ 7.50	\$ 8.00
Baltimore	\$ 3.50-\$ 4.50	\$ 5.50-\$ 6.50	\$ 6.50	\$ 7.50-\$12.00
Chase	\$ 5.00-\$ 9.00	\$ 8.00-\$10.00	\$ 8.00-\$12.00	\$14.00-\$30.00
Claridge	\$ 3.50-\$ 6.00	\$ 5.50-\$ 8.00	\$ 7.00-\$ 9.00	\$12.00 & up
DeSoto	\$ 4.00-\$ 6.00	\$ 6.00-\$ 9.00	\$ 7.50-\$14.00	\$11.50-\$22.00
Forest Park	\$ 4.00-\$ 6.50	\$ 6.00-\$ 9.50	\$ 7.50-\$ 9.50	\$12.00-\$18.00
Jefferson	\$ 4.50-\$ 8.00	\$ 7.50-\$10.50	\$ 8.00-\$11.00	\$18.00-\$25.50
Kings-Way	\$ 3.00-\$ 4.50	\$ 4.50-\$ 6.75	\$ 8.00	\$ 8.50-\$12.00
Lennox	\$ 4.00-\$ 7.00	\$ 5.50-\$ 9.00	\$ 8.50-\$ 9.50	\$13.00 & up
Majestic	\$ 3.00-\$ 4.50	\$ 5.00-\$ 6.25	\$ 6.00-\$ 8.00	\$10.00-\$15.00
Mark Twain	\$ 4.00-\$ 6.25	\$ 6.25-\$ 8.25	\$ 8.25-\$ 9.25	\$15.00 & up
Mayfair	\$ 4.00-\$ 7.00	\$ 5.50-\$ 8.00	\$ 8.00-\$12.00	\$15.00 & up
Melbourne	\$ 4.00-\$ 8.00	\$ 6.00-\$ 9.50	\$ 8.00-\$11.00	\$17.00-\$25.00
Park Plaza	\$ 7.00-\$11.00	\$10.00-\$14.00	\$10.00-\$14.00	\$14.00 & up
Roosevelt	\$ 4.00-\$ 5.75	\$ 5.75-\$ 8.25	\$ 6.75-\$ 8.25	
Sheraton	\$ 4.50-\$ 9.50	\$ 7.50-\$11.00	\$ 8.00-\$12.50	\$11.00-\$35.00
Statler	\$ 4.00-\$ 7.00	\$ 6.50-\$ 9.50	\$ 7.50-\$11.00	\$23.50-\$24.00
Warwick	\$ 2.75-\$ 3.50	\$ 4.00-\$ 5.50	\$ 6.00	
York	\$ 3.00-\$ 4.00	\$ 5.00-\$ 6.00	\$ 5.50-\$ 6.50	

Negro housing may be secured by writing direct to one of the following hotels: Mid-Town Hotel, 2935 Lawton Avenue, single bed \$2.05, double bed \$3.05; Atlas Hotel, 4267 Delmar Blvd., single bed \$2.05, double bed \$3.05, twin bedded room \$5.10.

### All Reservations Must Be Received Prior to October 15, 1951

Hotels Convention Reservation Bureau, M.S.T.A.  
Room 406—911 Locust St.  
St. Louis 1, Mo.

Please reserve the following accommodations for the Missouri State Teachers Association Convention, November 7-9, 1951, St. Louis, Mo.

Single Room ☐ Double Bedded Room ☐ Twin Bedded Room ☐  
2 Room Suite ☐ Other Type of Room ☐

Rate: From \$..... to \$..... First Choice Hotel .....  
Second Choice Hotel .....  
Third Choice Hotel .....

Arriving at Hotel Nov. .... hour ..... A.M. .... P.M. Leaving Nov. ....

Names and addresses of all persons for whom you are requesting reservations and who will occupy the rooms asked for **must** be listed. (Please print)

Name..... Address.....

Name..... Address.....

Name..... Address.....

If the hotels of your choice are unable to accept your reservation the Hotels Convention Reservation Bureau will make as good a reservation as possible elsewhere providing that all hotel rooms available have not already been taken.

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Address .....

City and State .....

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## Administrators' Workshop At M. U. June 17-19

The Missouri Association of School Administrators will hold its annual workshop on June 17, 18, and 19 at the University of Missouri in Columbia.

Ten areas of study will be explored. Each of the following areas will have a leader, consultant, and reporter assigned to it:

- Needed Changes in School Laws
- Administrative Techniques and Public Relations.
- Inter-School Contests and Activities
- Superintendent and School Board Relations
- Classification Problems
- Problems Pertaining to Minority Groups
- Curriculum Problems
- Financing Public School Education in Missouri, Federal, State, Local
- Future Role of School Administrators in Missouri

Personnel Problems Relating to Tenure, Salary, Retirement, Supply and Training.

Registration will start at 4:00 p.m. Sunday, June 17. At 7:30 p.m. the leaders, consultants, and reporters will meet to plan for the workshop.

Those attending the conference will be assigned to one of the work areas for the first Monday morning meeting. The groups will also meet Monday afternoon.

A general session, with the State Department of Education furnishing the program, will be held Monday evening.

Most of Tuesday will be taken up with two general sessions during which the reporters will announce the conclusions and findings of their group, and opposing views may be offered from the floor.

Housing has been arranged for in one of the permanent dormitories near Rothwell Gymnasium, according to President George A. Riley.

## AMERICAN EDUCATION WEEK

American Education Week has been scheduled this year for November 11-17 with a general theme of "Unite for Freedom." Daily topics for the week are: Our Faith in God, Schools and Defense, Schools Keep Us Free, Education for the Long Pull, Teaching the Fundamentals, Urgent School Needs, and Home-School-Community.

## RATING TEACHERS

Prepared by the Commission on Teacher Evaluation of the Association for Supervision and Curriculum Development, this booklet "Better Than Rating" examines basic issues which underlie any discussion of teacher rating. It suggests principles and conditions which enable teachers in our schools to accomplish best results in their work with children and youth. Current teacher rating plans are described, and the effect of these plans upon the school program are analyzed.

The book contains 84 pages and sells for \$1.25. Write to Association for Supervision and Curriculum Development, 1201 Sixteenth Street, N. W., Washington 6, D. C.

## ART FOR MISSOURI 1951-52—ORDER NOW TO INSURE DELIVERY



Titles reading from left to right—Top Row: Still Life—Braque; Stone City—Wood; Harvesters—Brueghel; Virgin and Child—Murillo; Lighthouse at Two Lights—Hopper. Bottom Row: Monte Carlo—Dufy; Immortal Indian—Mestrovic; Graham Children—Hogarth; Kansas City Art Institute; Zpatistas—Orosco.

This is the set of ten pictures approved for the elementary grades for the school year 1951-52 by the State Department of Education. Available as mounted Artext Print, each print enclosed in a handsome cover with descriptive and biographical text and reference notes relating to the new Course of Study. The price per set is \$4.00.

Order through authorized Missouri Distributors  
**ARTEXT PRINTS, INC., Westport, Conn., Publishers**

## EUGENE K. MINTER RESIGNS SUPERINTENDENCY

Eugene K. Minter, who has served six years as principal and ten years as superintendent of the Pattonsburg schools in Daviess County, is forced by ill health to resign his position at the end of the school term and leave the teaching profession, at least temporarily.

His wife, Nedra Minter, who has taught home economics and other highschool subjects the past six years in the Pattonsburg system, has also tendered her resignation so that she can be with her husband in his quest for better health.

Mr. Minter has made an enviable record during his administration at Pattonsburg. Among the things he has promoted to make it one of the best school systems in this section of the state are:

A music program throughout the school with a full-time music teacher. All students participate. The highschool band has the best uniforms obtainable.

Home economics was added to the curriculum four years ago. This department is fully equipped.

Two units of industrial arts and a well equipped shop was added to the high school program last year.

A teacher is now employed for each elementary grade where formerly a teacher had from two to three grades. Each grade teacher now has some free time during the day. One teacher was added to the highschool faculty to reduce teacher load.

The commerce department was enlarged and is now offering six units of work with all necessary equipment provided.

A full time secretary for the superintendent and faculty was added to the personnel this year. The nice thing about this addition is that the secretarial service is available for faculty members as well as the superintendent.

Since finance would not permit a complete guidance program, the S.R.A. testing program was instituted with tests in reading, personality, interest, and intelligence being given.

A school boy safety patrol was organized this year and has functioned very efficiently.

An excellent lunch room is maintained in a basement room constructed under the stage, and feeds and average of 200 daily.

In cooperation with the Pattonsburg Lions Club a complete eye clinic was established, which performs a service not usually given to an entire student body.

An adult education program was inaugurated this year with 70 enrolled for a sixteen week term. No charge was made to the participants as the school faculty donated their services. Courses were offered in tailoring, woodworking, typing, bookkeeping, and also agriculture by the county agent. There is a strong demand for its continuance.

The elementary grades and highschool are housed in one building, which is kept in top-notch condition by a planned program of repair and redecoration. Every square inch of

space is utilized as was indicated by digging out basement rooms for industrial arts and the lunch room.

The Pattonsburg community is very strong in its support of their school. Many times when school funds are not available for a project, the hat is passed around and the necessary money is raised to carry on.

Mr. Minter has accomplished much and all of Daviess County regrets that he must give up for the time being the work closest to his heart.

The above was written by Mr. Ernest McNitt, county superintendent, Daviess County.

## NEED A PROGRAM?

A Guide to Program Service chock-full of suggestions, materials, and sources for directors of adult education is available from the Bureau of Publications, Teachers College, Columbia University, New York 27. (117 p. Mimeo. \$1.50) Fields covered include UN, Unesco, atomic energy, intergroup relations, community development, family life, recreation, fundamental education, workers education, women's clubs, young adults, later maturity, autonomous groups, discussion materials, films, libraries, radio and TV, religious agencies, and others.

## FARMINGTON

Superintendent C. R. Bell of the Farmington public schools has announced the appointment of a special committee to survey the public school situation in Farmington. The committee is expected to recommend solutions to existing problems.

The scope of the committee's work will include the following items: Organization; curriculum revision; needed non-removable equipment; and; additional personnel needed for implementing recommended curricular changes.

This committee is empowered to invite before them, such other faculty members as are deemed desirable, to contact civic organizations in the community for help, and to work closely with the P.T.A. in formulating their recommended program.

It is hoped that out of this study will come information which may be presented to the Board of Education in the recommendations for the next school year.

This faculty committee is headed by Joe M. Toalson, high school principal, while other members are Mrs. Opal Wright, elementary school supervisor; Mrs. Georgia Thurman, W. L. Johns, school principal; and Miss Vesta Halter, director of guidance.

The Farmington P.T.A. is cooperating with the faculty committee. Regular meetings are being held and it is hoped that this group will survey the total school situation, and make needed recommendations for its change. Mr. Albert Karsch, president of P.T.A., Mrs. Mary Crouch, vice-president of P.T.A. and Mr. A. E. Powers, immediate past president of P.T.A. are serving as lay members of this committee.

## MEMORIAL FUND

St. Louis teachers are fortunate in having available in their community, the Parsons-Blewett Memorial Fund. The founder of these funds was Dr. Ben Blewett, who was superintendent of the St. Louis public schools from 1908 to 1917. Dr. Blewett was a pioneer in understanding of the two fundamental problems facing teachers throughout the country, that of provision for advanced study and the relief of teachers in dire need.

Since the fund was established 644 teachers have received direct grants from the fund. In some instances one person has received as much as \$10,650. The total paid to beneficiaries from 1916 to 1950 is \$205,123.09.

Loans have been made to many. The total amount loaned to date is \$120,495.

Scholarships have been provided for many important studies.

Mr. Phillip J. Hickey, superintendent of instruction, St. Louis public schools, is president of the board of trustees of this foundation.

## Recent Opinions by the ATTORNEY GENERAL

### COUNTY SUPERINTENDENT

County Superintendent is entitled to full compensation until date of resignation, although he was out of the county most of each week, inasmuch as his compensation is an incident to and attaches to the office.

### WARRANTS

Warrant issued by school district to pay indebtedness exceeding revenue for particular year is void; warrant cannot be issued in subsequent year to pay previous warrant issued.

### TRANSPORTATION

Person who has contracted to transport school children to and from school not excused from supplying said transportation due to bad weather conditions.

### CONVEY LAND

Board of directors of city, town or consolidated school district cannot deed tract of land to the state for armory purposes without consideration, as board only has authority to "advertise, sell and convey" same.

### TITLE

Mere nonuse of land by school district for school purposes will not revest title in grantor or heirs. In case of abandonment, district title to land and school building thereon reverts to heirs or grantor.

### ADMITTING STUDENTS

Discretionary with board of directors of school district whether or not nonresident pupils shall be admitted. Board of directors of school district may prescribe tuition for nonresident pupils and refuse admission if tuition is not paid.

## NEW HORIZONS IN TEACHING

Suggestions we hope you will find helpful and interesting



## To Keep Cut Flowers

Small, handy book tells simple secrets to prolong life of 46 cut flowers most used in homes and schoolrooms



"Methods of Keeping Cut Flowers" is a little book you will undoubtedly enjoy. Members of Ida S. Baillie Guild of Tacoma report that, by easy-to-follow directions it gives, flowers last longer (even days longer).



If further interested:—This rewarding little book, printed in gay inks, 4½x2½ inches, 48 pages, with methods for keeping 46 different flowers, 50¢ postpaid. Just write BAILLIE GUILD, BOX 426, LAKEVIEW, WASHINGTON.

The pleasant chewing of delicious WRIGLEY'S SPEARMINT GUM brings welcome relaxation. Chewing helps relieve tense nerves. Just try it.



AP-500

## TEACHING AIDS

### ELECTRICAL EQUIPMENT

"Safe Use of Electrical Equipment" is primarily for the use of teachers of the sciences. It includes sections on electrical hazards, safeguards, and miscellaneous appliances. The bulletin also includes practical suggestions for classroom demonstrations as well as a student quiz and answer key. National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 50c each.

### ENGLISH

"English in Common Learnings" is a report covering one major question:

What are the English (language arts) contributions to common learnings courses, and under what conditions are they best made?

It is an attempt to clarify values to the end that makers of curriculum, whether specialists in general or limited areas, may develop meaning in attaining desired results.

One of the members of the committee writing this report was Mr. Mark Neville, John Burroughs school, St. Louis.

The publication is available from the National Council of Teachers of English, 211 West 68th Street, Chicago 21. Price, 50c.

### INTERPRETING LANGUAGE

This monograph, "Interpreting Language—an essential of understanding," tries to point out the difficulties in concept development of which teachers should be aware. It suggests some methods through which children may be helped to overcome difficulties of understanding, and presents bibliographies helpful for persons who wish to undertake further reading. Distributed by the National Council of Teachers of English, 211 West 68th Street, Chicago 21. Price, 65c.

### WHAT ABOUT PHONICS?

Teachers concerned with best ways of helping children become independent and eager readers will welcome this new ACEI general service bulletin. The author, Alvina Treut Burrows, presents evidence of research on the teaching of phonics and interprets that evidence in the light of today's understanding of how children grow and learn. Some of the section headings are: "Factors in Successful Reading," "What We Have Learned from Research," "Sound Growth—not Miracles." Order from, Association for Childhood Education International, 1200 Fifteenth Street, N.W., Washington 5, D.C. 24 pages. Price, 75c.

### AUDIO-VISUAL MATERIALS

This is the newest of the ACEI portfolio series and the second 1951 ACEI membership service bulletin. The titles of the twelve leaflets that make up the portfolio tell the story:

"How Can We Best Use Audio-Visual Ma-

terials in the Classroom?" by W. A. Wittick

"Radio and Television—A Part of Today's World" by Florence Liss

"How Can We Start a Children's Museum?" by Hannah M. Lindahl

"Bulletin Boards and How to Use Them" by Helen Rackford

"Pictures and How to Use Them" by Alberta Meyer

"Sources of Free and Inexpensive Materials" by Catharine Williams

"How Can We Build a Record Library" by Emma Sheehy

"Bibliography of Records" by Emma Sheehy

"Sources of Films To Use with Parents" by W. Clark Ellzey

"Films Seen and Liked for Teachers and Parents" reviewed by members of ACEI film review centers

"Sources of Films and Recordings To Use with Children" by Mayme A. Sweet

"Films Seen and Liked for Children" reviewed by members of ACEI film review centers

Twelve leaflets. Price, 75c. Order from, Association for Childhood Education International, 1200 Fifteenth Street, N.W., Washington 5, D. C.

### UNITED NATIONS

"Everyman's United Nations" is a reference guide of 313 pages. The first part contains important material on the structure of the United Nations and describes, among other matters, the composition, functions and powers, voting procedures, and sessions of each of the major organs.

The second part summarizes the most important questions that have come before the organization since 1946. Price, \$1.25. Write to Columbia University Press, 2960 Broadway, New York 27, New York.



"Sorry fellows . . . I'm late for school and this is a short cut!"

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## JUVENILE DELINQUENCY

The Introduction of this pamphlet states that it has been written to answer the many requests addressed to the Missouri Association for Social Welfare by people throughout Missouri for information on: What causes juvenile delinquency? Who is the juvenile delinquent? What can be done about this problem? For copies of the publication write to Missouri Association for Social Welfare, 129½ East High Street, Jefferson City, Missouri.

## SLAVERY IN RUSSIA

"Tell the West" is an eye-witness account describing the enslavement of millions of human beings under Russian Communism. The booklet of 95 pages may be had for 15c by addressing The National Committee for a Free Europe, 301 Empire State Building, 350 Fifth Avenue, New York 1, New York.

## FIRE SAFETY

The bulletin, "Fire Safety for Junior High Schools," was prepared to guide teachers and students on this level in their studying of fire safety.

Price single copies, 50c. National Education Association, 1201 Sixteenth N.W., Washington 6, D. C.

## STUDY AIDS

Stanford University has issued a catalogue of "Study Aids" with particular emphasis on audio-visual aids and guidance materials. The catalogue covers many fields and may be obtained free of charge by teachers, from Stanford University Press, Stanford, California.

## BETTER LIVING

The new magazine, "Schools and Better Living," is being published as an aid to teachers who believe the school should find ways to relate its teaching to actual existing community needs. The articles are written by teachers for teachers, and describe in specific terms successful projects leading to the improvement of living through the schools. The magazine is published monthly from October to June, and the subscription price is \$2.50 per year. Address inquiries to: Schools and Better Living, Box 151, Winchester, Massachusetts.

## RECORDING TECHNIQUES

A 24-page handbook on tape recording techniques in public schools is available on request.

It describes recording techniques in primary and secondary schools and in universities, in teaching such subjects as social studies, languages, commercial subjects and music. Minnesota Mining and Manufacturing Co., St. Paul 6, Minnesota.

## OUR FREEDOMS

"America, the Land of Freedom" is a mimeographed bulletin depicting America's many freedoms. It shows how the citizen finds free-

dom, opportunity, and happiness. For further information write to Mr. C. F. Bevans, 4043 Kensington, Kansas City 4, Missouri.

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Kirksville .....	June 28-29
Springfield .....	July 2-3
University of Missouri .....	July 9-13
(Education Building)	

## Missouri Textbook Men's Assn.



## 16 MM FILMS

This indexed compilation of 7,200 16mm motion picture titles tells the user where to get every film listed. Educational films on almost every subject and grade level are included, along with hundreds of industrial training films. Religious titles, too, will be found. Many films are free.

"The Blue Book of 16mm Films," Educational Screen, Inc., 64 E. Lake Street, Chicago 1, Illinois. 26th annual edition 1951, 176 pages, \$1.50.

## CONSERVATION SKETCHBOOK

The drawings of the gifted artist and master zoologist and biologist, Charles Schwartz, as they have appeared over the past two years in the Missouri Conservationist, have now been brought together in a new publication, "Conservation Sketchbook."

This book should find its way into every library and classroom in this state. It tells the secrets of nature and exposes new facts about nature and conservation that are hard for those who are even close to the soil to grasp. The drawings are truly a work of art and the explanations are such that children may readily understand the importance of the thing being told.

The publication is being sold at 10c, which is actually less than its cost of production. For copies write to: Missouri Conservation Commission, Jefferson City, Missouri.

## CURRICULUM BULLETIN

The "Curriculum Bulletin," a project of the School of Education of the University of Oregon, is available on a subscription basis at \$5 per year (approximately 24 issues), or individual issues may be purchased separately.

Each issue treats a separate topic and gives bibliographies, study guides, background and resource data on newer methods. The following bulletins may be purchased as separate issues.

57 Bibliography of Lists of Instructional Aids to Learning .....	50c
58 Sources of Free and Inexpensive Teaching Materials .....	25c
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lum Source Materials) .....	35c
72 Secondary Education in a Democracy (Source Materials) .....	65c
73 Teacher Education in Oregon—Opinion Survey .....	25c
81 In-service Education of Teachers, An Evaluation .....	40c
82 How Are We Doing? (Modern vs. Traditional Schools) .....	50c
Address: Curriculum Materials Laboratory, University of Oregon Library, Eugene, Oregon.	

## HEALTH AND FITNESS PROGRAM OUTLINED

The grave possibility exists that the present emergency may continue for a generation or longer. To meet its heavy obligation, this Nation must take steps to insure the conservation and most effective use of all its available manpower. The children and youth in our schools today will be the workers and soldiers of tomorrow. They must be prepared to meet the demands which will be made on them. Effective school health, physical education, and recreation programs can make contributions to meeting the Nation's manpower needs.

Educators have long held that our schools should provide children with the opportunity to grow in health and fitness. To this end, professional associations, through the National Conference for Mobilization of Education and the Federal Security Agency, Office of Education, recommend as a minimum the following school health and fitness program for every child in our country:

(a) A thorough medical and dental examination of all children on or before admission to school and at least three times thereafter—in intermediate grades, in late elementary or junior high school, and before leaving high school—and at such other times as may be considered advisable.

(b) A program of daily observation by all teachers, for signs of possible deviation from normal and referral of children with such signs, through the parents, to physicians or dentists for careful examination and necessary treatment.

(c) A coordinated follow-up program through which the schools encourage parents to provide needed corrective and protective measures.

(d) Organized health instruction, based on scientific information, which will lead to the formation of desirable habits, attitudes, and appreciations in physical and mental health.

(e) An administrative program which is concerned with healthful school living, the individual development of children and youth, and the influence on mental and emotional health of such factors as daily program, testing, homework, methods of instruction, and standards for promotion.

(f) A physical education program which provides planned instruction in activities suited to the sex, grade, ability, and special needs of the pupils.

(g) A well-rounded recreation program in-

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cluding provision for camping, outdoor education, and other recreational and social activities which will carry over into after-school life.

### TEACHING LOAD

The Research Division of the National Education Association has completed a report on how classroom teachers use their time and how they think the teaching-load situation can be improved. The report was issued as the February 1951 **Research Bulletin** of the NEA and is entitled "Teaching Load in 1950." The report shows that actual class instruction of pupils takes a little more than half of the average classroom teacher's working time. Nearly as many hours go into correcting homework, class preparation, study halls, monitoring, records, report cards, sponsoring activities and other duties.

Many classroom teachers have expressed the opinion that their average working week of nearly 48 hours would seem less burdensome if classes were smaller, if the administrative details of their schools were managed more smoothly, and if there were better plans for an equal distribution of duties.

The **Bulletin** summarizes the facts and opinions reported by the cooperating teachers and also gives examples of ways in which schools and school systems are working to lighten the strains of classroom teaching. This 52-page publication sells for 50 cents and may be ordered from NEA, 1201 Sixteenth Street, N. W., Washington 6, D. C.

### TO RELEASE NEW FILM

"Secure the Blessings," a National Education Association motion picture which shows the role of the public schools in a democracy, will be ready for distribution this summer. This film is the first in a series of motion pictures to be sponsored by the NEA under a new five-year plan which calls for one motion picture a year for the next five years. It is a cooperative venture between the state education association and the NEA. It will be distributed by the Missouri State Teachers Association.

Although a documentary film, "Secure the Blessings" dramatizes the role of the public schools in preparing young people for their place as citizens in the American way of life. The film characterizes people from all walks of life who have the same thing in common—they were once school children of America. From the background of their public school education, these people are better able to solve their own problems in the democratic way—without resort to lies, bribery or violence. In short, the picture points out that patriotism is more than banners or slogans or marching crowds. It's a spirit of solving problems in a democratic way, and this method can best be learned by children in our public schools.

The second film in this series, concerning the role of the teacher, is still in the script stages and will go into actual production this fall. Present plans call for the film to be ready for

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distribution in the spring of 1952. The script for this film is being written by Agrafilms, Inc. of Athens, Ga.

## DEATHS

### MAXINE MERCER

Maxine Mercer, 29, librarian in the Neosho high school, died March 13 as a result of a heart attack.

Miss Mercer came to Neosho from Nashville, Tennessee. She was a graduate of Harding College, Searcy, Arkansas, and held a master's degree in library science from George Peabody College at Nashville.

### J. S. STOKES

Prof. J. S. Stokes, a teacher who served at Columbia, St. Joseph, and Kirksville Teachers College for sixty years, died April 5 at the age of 90. At one time he was superintendent of schools at Columbia, and had taught physics at St. Joseph and Kirksville.

Stokes stadium at the Kirksville State Teachers College was named after the veteran teacher.

### MRS. CLARA CLEVINGER

Mrs. Clara Howard Clevenger, professor of economics, Kirksville Teachers College, and the wife of Dr. Lewis Clevenger, also a member of the faculty, died at her home March 25. Death was caused by heart trouble which she had been suffering for some time.

Dr. Clevenger was a graduate of the Southern Illinois Normal School, Carbondale, and received a Ph.D. degree from the University of Chicago and an M.A. degree in sociology from Leland Stanford University, Palo Alto,

California. Cornell University granted her a Ph.D. degree in 1934 with a major in economics and a minor in rural sociology.

Before coming to Kirksville in 1931 she had taught several years in highschools in Kansas and Illinois.

She was active in many community organizations and educational societies.

### CLARA GARDNER

Miss Clara Gardner, retired social science teacher who taught for about 37 years in the Joplin public schools, died April 8.

She was a graduate of the Joplin high-school and received her bachelor of science degree from Missouri University. Post-graduate work was done at Wisconsin University and Colorado University.

From 1900 to 1914 Miss Gardner taught in Joplin elementary schools, and she taught history and social science in Joplin senior high-school from 1908 to 1912. In 1912 she moved to Colorado and continued her teaching career at Canon City and later at Kirkwood, Missouri.

Miss Gardner returned to Joplin in 1917 to resume her teaching in senior highschool, and taught there until 1946, when she retired.



### BEFORE WE SPELL

By Lewis & McAndrews, The McCormick-Mathers Publishing Company, Wichita. 96p. Price, 36c.

This is a three in one book—spelling readiness, reading, and writing under one cover. It is to be used for the first grade.

### SOURCEBOOK ON ATOMIC ENERGY

By Samuel Glasstone. D. Van Nostrand Company, New York, 1950. 546 pages. Price, \$2.90.

The "Sourcebook on Atomic Energy" is a comprehensive review of basic non-secret atomic energy information prepared under the direction of the Technical Information Service of the U. S. Atomic Energy Commission.

### PROSE AND POETRY

Prose and Poetry Journeys', 7th grade; Adventures, 8th grade. Editors, J. Kenner Agnew, Floy Winks Delancey, Marion T. Garretson, and Susan B. Riley. The L. W. Singer Company, Inc., Syracuse, New York.

"Prose and Poetry Journeys" and "Prose and Poetry Adventures" are meant primarily to be read with pleasure and satisfaction. Each book is divided into six units or themes. Within these units there are samplings of several different types of literature.

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### A CHILD'S FIRST COOK BOOK

By Alma S. Lach, Hart Publishing Co., New York City. 96 pages. Price, \$1.25.

The child opens this book flat before him and finds the complete recipe on two facing pages. Each ingredient and the amount of it needed for the recipe is shown in pictures on the left hand page. Each utensil needed for the recipe is also pictured on the right hand page. There is a simple explanation telling step by step how to proceed with the cooking. No steps are skipped. For boys and girls aged 7 to 12.

### OTHER PLACES

By Mary Willcockson, Chief Consultant, Roy A. Price; Reading Consultant, Gertrude Hildreth. The John C. Winston Company, Philadelphia. 192 pages. List price, \$1.60.

This is Book III in the Winston Social Studies Series. Other communities are studied in light of what the pupil has discovered about his local community. This topic is developed by examining these type communities: a big city, cotton, fishing, lumbering, wheat farming, mining, and ranching.

### MATHEMATICS TO USE

By Potter, Dunn, Allen, Goldthwaite. Ginn and Company, Chicago. Price, \$2.40.

A practical book in general mathematics for ninth grade or tenth grade pupils who are not preparing for college. It has been planned specifically to fit the learning speed and attention span of non-academic pupils. Each process in mathematics is taught in very short steps.

### ARITHMETIC READINESS CARDS

By Maurice L. Hartung, Henry Van Engen, Helen Palmer. Scott, Foresman and Company, Chicago. Price, \$3.60.

This Set Number Two of Arithmetic Readiness Cards contains 54 picture cards  $6\frac{1}{2}'' \times 8\frac{1}{2}''$ , with pictures on both sides in color for the numbers 10-100. They are intended to help pupils grasp the basic ideas about our numbers system and its written representation. They may be used with any program in the primary grades, especially in Grades 1 and 2, and as diagnostic and remedial work in Grades 3 and 4.

## CHART MAKES ENGLISH GRAMMAR EASIER TO TEACH



Miss Audrey G. Miller, Sophomore English teacher at Northeast Senior High School in Kansas City, Missouri, used the large chart on the blackboard to illustrate the "Minimum Essentials of English Grammar" while the students refer to their notebook-size charts. This graphically illustrated chart was developed by Edgar W. Jackson, Northeast High School teacher, after five years of research work.

## HOW TO LIVE WITH CHILDREN

By Mrs. Edith Neisser. Science Research Associates, Chicago. 1950. Price, 40 cents each, 3 for \$1.00; 100 or more—30 cents ea. 500 or more, 25 cents ea.

Discusses how to provide for the emotional needs of children in day-to-day living. It offers practical solutions to many of the problems of classroom and home.

## IMPORTANT EVENTS

### MAY

- 4 Association For Childhood Education of Missouri Meeting, Jefferson City, May 4-6, 1951.
- 4 Central States Modern Language Teachers Association, Hotel Sherman, Chicago, May 4-5, 1951.

### JUNE

- 11 Missouri Association of County Superintendents Meeting, Hotel Governor, Jefferson City, June 11-12, 1951.
- 17 Missouri Association of School Administrators Meeting, University of Missouri, Columbia, June 17-19, 1951.

### JULY

- 1 National Education Association Annual Meeting, San Francisco, July 1-7, 1951.
- 9 Conference for Administrators, Northwestern University, Chicago Campus, July 9-13, 1951.

### SEPTEMBER

- 30 Annual Conference Missouri Association of Secondary School Principals, Columbia, September 30-October 2, 1951.

### OCTOBER

- 11 Northeast Missouri District Teachers Association Meeting, Kirksville, October 11-12, 1951.
- 11 Central Missouri District Teachers Association Meeting, Warrensburg, October 11-12, 1951.
- 11 Northwest Missouri District Teachers Association Meeting, Maryville, October 11-12, 1951.
- 17 Southwest Missouri District Teachers Association Meeting, Springfield, October 17-19, 1951.
- 18 South-Central Missouri District Teachers Association Meeting, Rolla, October 18-19, 1951.
- 19 Southeast Missouri District Teachers Association Meeting, Cape Girardeau, October 19, 1951.

### NOVEMBER

- 7 Missouri State Teachers Association Annual Convention, St. Louis, November 7-9, 1951.

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SCHOOL AND COMMUNITY



## News From Other States

### REPEAL RETIREMENT LAW

The South Dakota Legislature, at its last session, passed a law to repeal the teacher retirement system of that state. The law has been signed by the Governor and the repeal will be effective July 15, 1951. The system is to be liquidated.

Teachers in South Dakota will now be covered by the Social Security Law.

### DOUBLE BENEFITS

A senate bill has been introduced into the Nebraska legislature that would double the maximum benefits for teacher retirement. The measure would increase the benefits from \$360 a year to a maximum of \$720.

### NEW JERSEY PROPOSES SALARY SCHEDULE

A bill to provide, for professional school personnel, a statewide minimum salary schedule with a range of \$2400 to \$3800, \$4,000 (BA), and \$4,200 (MA); with annual increments of \$100; and additional adjustment increments of \$100 for those below their proper places, is being sponsored by the New Jersey Education Association.

### \$10.00 DUES

The New Mexico Education Association Council of Delegates recently voted to increase the annual dues for membership in the association to \$10.00 per year.

### BUYS HEADQUARTERS

The New Jersey Education Association has decided to purchase its own home. The cost will be \$100,000.00 for the headquarters which is located in Trenton.

### OREGON INCREASES AID

At the last general election, the voters in Oregon approved by a majority of 2,307 votes, a measure that will increase state appropriations beginning July 1, 1951.

The state will be required to increase the basic school fund by \$30 per census child in addition to the present \$50 per census child which it is now required to raise. This will mean approximately \$11,500,000 more for schools.

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### TEACH IN ILLINOIS

If you are in a position to accept an attractive offer for the coming year write us for information about positions in Illinois. NO OBLIGATION.

## EDITORIAL PAGE

### SCHOOL FUNDS UNCERTAIN

Nothing is quite so depressing as trying to deny the existence of a serious problem. So, as educators let us frankly admit that we have a problem big enough to provide a challenge for all who are willing to shoulder their just share in the current drive for more school funds from the Missouri Legislature.

Requested in addition to the customary  $1/3$  is the sum of 14 million for the next two years. This represents an increase of only  $8\frac{1}{2}$  million above the amount of state aid received the last two years. Now,  $8\frac{1}{2}$  million dollars going to one person would be a lot of bills in anyone's pocket. However, this amount of money when traced down to the end purpose for which it is used—the education of our youth—provides a very meager increase. It means an increase of \$6.68 a year per child enrolled in the public schools of this state. It is to be used to help meet the rising costs incurred in connection with educating a pupil for a school term of from 8 to 10 months in length. Actually, considerable less than one dollar per month per child.

House members returned from a 19 days recess on April 10. Introduction of the very important Omnibus Bill was expected within a few days. It is in this Bill that the appropriation of 14 million must be made if schools are to have funds with which to meet the demands caused by increased enrollments, and to make needed salary adjustments.

If an appropriation is not secured in the Omnibus Bill then adjustments downward in teachers salaries will follow. Right now the downward cut if related to the deficit in the state aid appropriation for the biennium would be \$277 per teaching unit. It takes very little imagination to realize what this will mean to the already depleted teaching force by way of holding good teachers and attracting a qualified supply of new ones.

Two courses are open for those concerned: 1. accept the situation and watch the exodus of school personnel and deterioration of our educational program; or 2. face the situation for what it is, a failure to get the public well enough informed for them to make a case to present to the members of the Legislature.

The Legislature would quickly make the necessary appropriation of 14 million provided that which is in the hearts and minds of the people becomes a voice that can be heard in the Legislative halls.

Time is short. Help your school board members, business men, civic leaders, and other lay citizens in their effort to contact the members of the General Assembly. Seek their help. Encourage their commendable efforts.



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